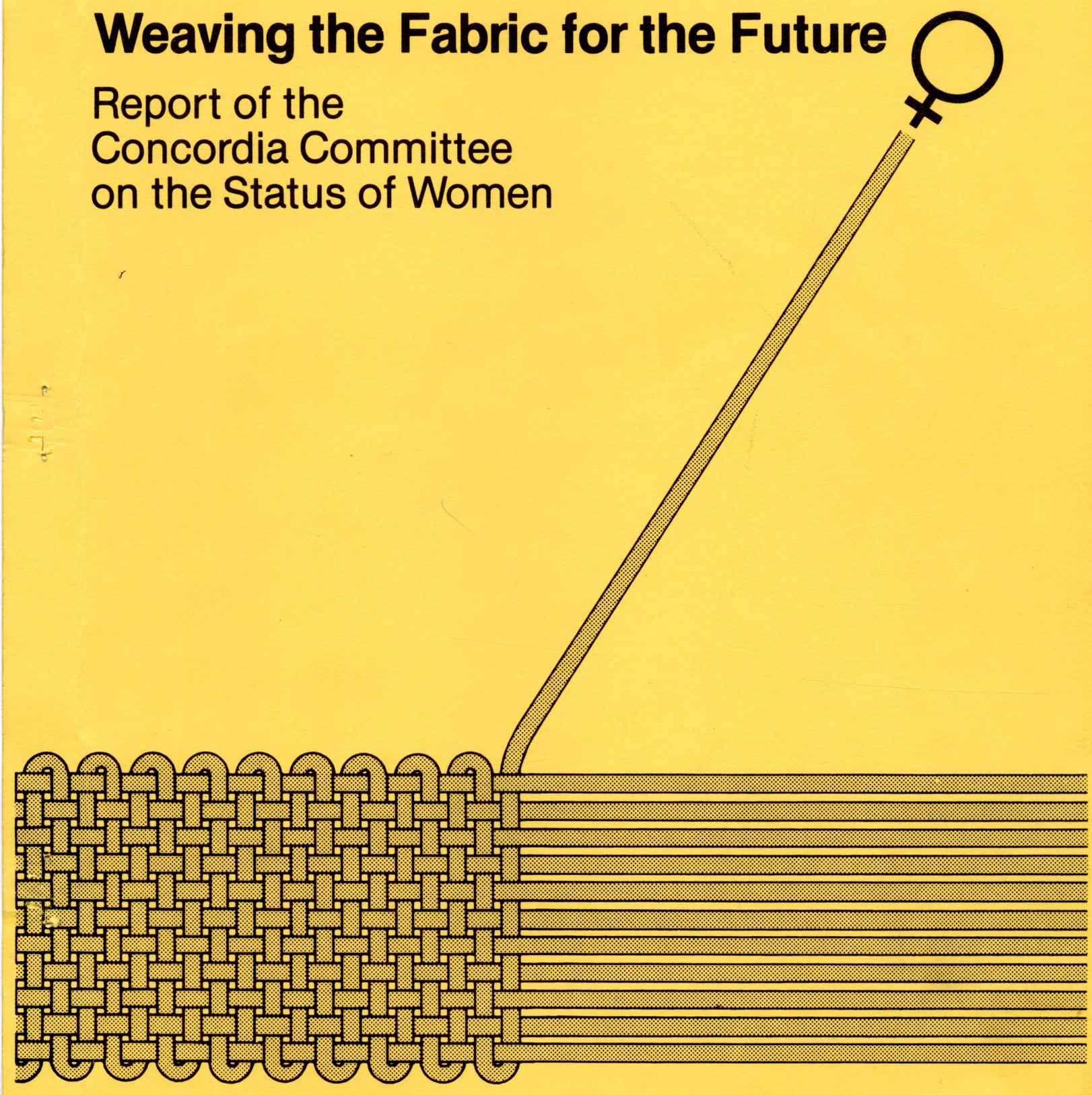
CONCORDIA UNIVERSITY

Weaving the Fabric for the Future

Report of the Concordia Committee on the Status of Women



WEAVING THE FABRIC FOR THE FUTURE

Report of the Concordia Committee
on the
Status of Women
(Rector's Advisory)

NOVEMBER 1982

Commissioned by
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ACKNOWLEDGEMENTS

It may sound prosaic, but it's true: there are many people to whom the committee owes thanks. To list all the names here would take pages. We acknowledge gratefully all those who aided us in our work:

> those who shared with us their views and the benefit of their experience in the Concordia community;
>
> those who responded to our requests for data and information necessary for our work, and who helped us compile it into useful form;
>
> those who generously gave of their energy and time, serving as interviewers and interviewees, or helping us to conduct the pretest of our questionnaire;
>
> those who examined drafts of our questionnaire and reports, and contributed critical feedback.

We are especially indebted to Jeanne Drolet and Jennifer Stratton for their forbearance and skills in facilitating our work. We also extend special thanks to Mary Townsend, who executed our cover design.

sense of priorities? uneven treatment of issues - from very broad & imp problems to very specific problems -

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WEAVING THE FABRIC FOR THE FUTURE

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Status of Women

PART I

INTRODUCTION

Section A PREAMBLE

B OPENING STATEMENT

C REVIEW OF LITERATURE

D METHODOLOGY

November 1982

April 81 - Jan 82

PREAMBLE

In April 1981, the Concordia Committee on the Status of Women was created by the Rector with the following terms of reference:

- to analyze policy guidelines outlined in:

  Pour les Québécoises: égalité et indépendance, a report by le Conseil du statut de la femme du Québec;

  recommendations of la Commission des droits de la personne du Québec;

  Women and the Universities, published by the Association of Universities and Colleges of Canada;

  any other pertinent documents;

  with a view to selecting the items which are relevant to Concordia University.

- to consider and recommend ways and means of improving, where necessary, conditions for women (students, teaching and non-teaching personnel) within the university.

Members of the committee represented most university sectors:

one undergraduate student appointed on recommendation of the Concordia University Students Association (CUSA) - Janet Porter;

one graduate student appointed on recommendation of the Graduate Students Association (GSA) - Marymay downing (resigned) succeeded by Marsha Hewitt-Freeman (resigned) succeeded by Jacqueline Dillion (resigned);

one full-time staff member appointed on recommendation of the Concordia University Non-Academic Staff Association (CUNASA) - Roslyn Muer;

two full-time faculty members appointed on recommendation of the Concordia University Faculty Association (CUFA) and the Simone de Beauvoir Institute - Ellen Jacobs (resigned); Dennis O'Connor (resigned) succeeded by Morton Stelcner (resigned);

one administration member representing the Rector - Diane Doray-Bolton, Chair.

? 2 men 1 woman why?

In September 1981, the position of paid, non-voting coordinator was created. Marilyn Whiteley has greatly aided the CCSW by serving as coordinator, and the committee extends its appreciation to her.

Although established as an advisory committee to the Rector, it was unanimously felt by committee members that our loyalties were bound only to the women of Concordia, rather than to any group having vested interests.

This report is submitted for consideration, study, and implementation.

Signed:

Diane N. Doray-Bolton (Chair)

Roslyn L. Muer

Janet Porter

Marilyn Whiteley (Coordinator)

OPENING STATEMENT

The purpose of any university is to educate citizens of society. By 1960 in Canada university-level education was open to women in both anglophone and francophone institutions. Concordia University, founded with the merging of Sir George Williams University and Loyola College in 1974, was created at a time when the present wave of the women's movement was well-established. Despite its birth into an increasingly socially conscious society, which might have allowed it to overturn the well-worn tradition of discriminating against women, Concordia's history, structure and customs have cemented male dominance in this institution. Concordia prides itself on being progressive and innovative, and should by its very nature, be assuming a leadership role in the community; yet Concordia's adjustment to the truths that ability has no gender and that women deserve equal opportunity within every facet of university life, has been slow.

The establishment of a committee on the status of women at Concordia is long overdue. Many other Canadian institutions such as Laval University commissioned studies in the mid-seventies and are now in the process of reporting on the progress of the implementation of the recommendations. Except for the area of Women's Studies, where it is in the forefront, Concordia seems to be suffering from the same malaise as most other Canadian universities. Women as a group continue to be under-represented in many fields of study whether as students or faculty, are too often underpaid as workers and constitute a very minor voice at decision-making levels.

This report is imbued with the spirit emanating from the pages of our key documents (as specified in the mandate) and is based on several underlying principles.

First and foremost, women (as students, staff or faculty) deserve equal footing with men in all areas of university life. Women comprise some 52% of the Canadian population - it is time they shared equally in the social, economic and political structure of the university.

Secondly, we have little faith in good-will or informal change, nor does the committee expect legislation of attitudes. Instead we expect formal legislation of recommended principles, structures and policies by the university's decision-making bodies to effect immediate and positive change for the status of Concordia women.

Finally, and exceedingly important: to bring about improvement there must be financial commitment; women must not continue to bear more than their share in the university's current austerity measures. Especially in times of economic stringency, the university must guard against betraying basic human rights by refusing or neglecting to allot resources to remedy inequities.

The recommendations in this report are dedicated to putting into practice these principles.

The committee recognizes those services, programmes and benefits that take into account the status of women. These considerations are only examples of how women should be regarded in our society and should be the rule rather than the exception. We ask that these services, programmes and benefits continue and that their quality be constantly improved.

Through our year long study, the committee has been plagued with several problems. We felt the need to redefine our mandate: it was decided that in order to apply recommendations from the key documents, we would have to first study the conditions at Concordia. In addition, person power was lacking: this was evident in the difficulty of finding replacements for the committee members who resigned. There was minimal response to our calls for submissions from the Concordia community. The committee also felt the lack of representation of part-time faculty and library employees and consequently, with regard to these two areas, the report is incomplete.

These problems were heightened by fear and insecurity caused by government-imposed budget cuts. There is much the university can do in spite of financial constraints. All that is required is a rigorous moral and financial

commitment to the principle of equality, not only by the university, but also by women, on whose behalf this report has been commissioned.

Data was needed to effectively apply and support recommendations forthcoming from the key documents. However, in several cases either the data needed was not available in usable form, obstacles of indeterminate size prevented its being made available, or there was an unwillingness to comply with requests. Thanks go to those individuals and departments who were able to provide the committee with greatly needed statistical material and other information. Areas where data is lacking or inconclusive are recommended for further study.

We view this report as the first positive step towards improving the status of women at Concordia. It is the university community's responsibility to see that it is not the last.

REVIEW OF LITERATURE

In compliance with our mandate, the committee studied the following key documents:

- Pour les Québécoises: égalité et indépendance, a report of Le Conseil du statut de la femme du Québec (C.S.F.)
- L'Harcèlement sexuel (Sexual Harassment), a report of La Commission des droits de la personne du Québec (C.D.P.)
- L'Action positive (Affirmative Action), also a report of La Commission des droits de la personne du Québec (C.D.P.)
- Women and the Universities a report of the Association of Universities and Colleges of Canada. (A.U.C.C.)

These documents, as well as the numerous university and college reports consulted by the committee, proved highly useful in assessing which tools of research would provide the best results, which areas of university life particularly bear on the status of women, and how to formulate recommendations to effect the greatest impact. Below are brief summaries of the key reports consulted.

Summary of "Pour les Québécoises - égalité et indépendance"

The report of the C.S.F. entitled Pour les Québécoises: égalité et indépendance, is extremely wide-ranging. In five chapters and 335 pages, it covers many topics of particular concern to women: their socialization from the infant stage through adolescence; biological differences - used as a pretext for the division of labour based on sex; maternity; mental and physical health, and violence towards women. Chapter 3 is devoted to the family - the equality of spouses, the sharing of responsibilities, and the effects of marriage break-up. The labour market and all that it entails is dealt with in Chapter 4, including working conditions and accessibility to high-paying jobs. Chapter 5 discusses women and their recreation, creativity, and lack of access to power.

Le ministère de l'Education extracted a number of recommendations of the C.S.F. considered to be most worthy of further study and discussion, with a view to implementation. In fact, the report has been adopted by le gouvernement du Québec as a basis of its policies with respect to "la condition féminine."

From the first chapter, entitled "Socialization: comment se perpetue la division des rôles", the C.S.F. dealt with the elimination of sexism in the educational system.

Quebec Council on the Status of W.

Some of the specific recommendations chosen for study by le ministère de l'Education were:

1. the elimination of sexism;
2. measures to ensure a greater representation of women at the managerial level;
3. measures to equalize the participation of male and female students in the various faculties, notably science and engineering;
4. that, in their training of teachers, universities promote the recognition and correction of sexist attitudes;
5. that le ministère de l'Education direct educational institutions to sensitize their own teaching and executive personnel to the existence of sexism, and to make materials and tools available to eliminate it;
6. that sexism be eliminated in manuals and other educational materials;
7. that research into the evolution of the role of women be supported by le ministère de l'Education;
8. that le ministère de l'Education take measures to assist both teaching and management personnel to encourage young people to think about the roles of men and women, especially the status of women; and
9. that discrimination in access to all programmes and courses be eliminated.

Summary of Reports of La Commission des droits de la personne du Québec

The two most pertinent documents of la Commission des droits de la personne are two recent briefs on affirmative action and sexual harassment. (1) In the first brief on affirmative action, the C.D.P. states that gender is not included as one of the grounds in the prohibition of discrimination in social benefits such as pension, retirement, and life insurance plans. It recommends the elimination of all present restrictions on the institution of remedial affirmative action programmes by means of amendments to the Québec Charter of Human Rights and Freedoms. If these amendments become law, impetus will be given to the establishment of affirmative action programmes at institutions such as Concordia.

In the document on sexual harassment the C.D.P. states that, in its opinion, the Charter prohibits sexual harassment by colleagues as well as superiors. It suggests that employers could be held responsible for discrimination practiced by one of its employees under article 1054 (7) of the Civil Code. It recommends, therefore, that institutions take steps to prevent this form of discrimination through educational programmes and by provision for disciplinary sanctions.

Summary of the Report of the Association of Universities and Colleges of Canada

The AUCC 1972 report and progress report of 1977 were of great help in applying the spirit of the C.S.F.'s guidelines to the university milieu. A condensed summary of relevant priorities in the AUCC 1977 report is listed below.

Assoc. of Univ. + Col. of Canada : 10

GENERAL:

- Childcare: adequate facilities, part-time and full-time, for children of students, staff, and faculty.
  -direct university involvement in planning and need-identification.
  -cooperation among daycare staff and the academic community.
- maternity leave for married and single women: full pay for employees, and similar non-prejudicial academic adjustments for students.
- a timetable for the fulfillment of recommendations.

ACADEMIC:

- elimination of attitudinal and sex-role stereotyping in educational texts and teaching.
- humanities and social sciences curricula to include studies of women.
- vocational extension programmes for women entering or re-entering the labour force.

WOMEN STUDENTS:

- adequate services, aid, and flexible academic rules to discourage disadvantages in support and opportunity with particular attention to atypical and part-time students.
- equal opportunity to enter non-traditional areas of study.
- encourage women graduate students by recruitment, part-time study, services, access to childcare facilities.

WOMEN EMPLOYEES: FACULTY, ADMINISTRATION, STAFF:

- encourage appointments and nominations of women to posts and committees.
- visible female role models through interim preferential hiring of qualified women.
- eliminate discrimination by sex or marital status in salaries, benefits, rankings, jobs, employment practices.
- fractional employment in all sectors.
- staff: equal opportunity job classification evaluation by university and unions.
- more recognition by university of academics and non-academics as colleagues: involvement of non-academics in decision-making.
- recognition of the fact that percentage salary increases widen wage gaps.
- women should not be preferentially used as an elastic labour pool.

Other Documents

In addition to the documents highlighted in our mandate, the committee has gathered reports from other universities and colleges where inquiries similar to ours have already taken place. A list of reports consulted can be found in the bibliography appended to this report.

By far the most comprehensive is the report of the Université de Laval, Au Féminin. The Laval committee, using the C.S.F.'s report as its guiding light, was given eighteen months and $40,000 to study the situation of women at that institution. Following the publication of the report, the Université de Laval created the full-time position of coordinator, whose mandate is to monitor the implementation of the 185 recommendations produced.

FOOTNOTES:

1. Commission des droits de la personne du Québec. l'Action positive et la charte des droits et libertés de la personne. (Document de travail). Montréal, mars 1981.
and, _____. le Harcèlement fondé sur le sexe (ou "harcèlement sexuel") et la charte des droits et libertés de la personne. Montréal, mai 1981.

METHODOLOGY

The committee used various methods of gathering information pertinent to our study. To facilitate the exchange of this information the committee operated with a regular weekly meeting format, beginning in September 1981. Also at this time, a coordinator was hired, who was responsible for various organizational and support tasks. Nancy Doray-Bolton, administration representative, was chosen as chair in January 1982.

Our methodology was five-pronged:

1. The committee examined the key documents to review findings on relevant issues for women in the university sector. The guidelines and recommendations found in these documents have provided direction for our study, emphasis and support for our recommendations.

2. We solicited and studied other university and college status of women reports, and a variety of other relevant material. A bibliography is appended to this report.

3. In addition to generally assessing the status of women in universities, we solicited input from the Concordia University community itself. Posters, notices, and advertisements invited community members to provide submissions and briefs concerning the status of Concordia women. Unfortunately, there was minimal response. However, the committee was able to tap a rich resource by contacting individuals and groups to meet to exchange information on the status of women. Our perspective was both deepened and expanded.

4. From the outset, the committee has believed that an assessment of the situation of women at Concordia is essential to the conversion of guidelines, contained in our key documents, into recommendations for meaningful change within the particular milieu of this institution. Therefore, efforts were focussed on the preparation of a questionnaire survey, to be distributed to an extensive sample of each sector of the Concordia community, in order to

obtain a description of the perceived needs and situation of Concordia women, and some sense of issue priorities.

Much work was involved in designing the survey. Questionnaires were developed for each major constituent population: students, staff, and faculty. Each included items specific to that constituency, as well as a standardized section on areas of general concern such as sexual discrimination and harassment, maternity leave and childcare. In March 1982, a pretest was conducted.

Results of the pretest, and constructive evaluations by faculty members with expertise in questionnaire design, indicated that further revision would be necessary before the questionnaires could be distributed. However, insufficient time remained to accommodate this before the end of that academic year. Therefore, the committee regretfully set aside the questionnaire survey and used the remaining time for an interview project (see below). But belief in the worth and necessity of this survey has not been set aside. The committee hopes that such a study will be conducted soon at Concordia, possibly as part of a faculty or graduate research project.

5. The questionnaire mentioned above served as the basis for interviews for all campus constituencies (students, faculty, staff, administration). The interview sample was randomly chosen for every constituency excepting the administration sector. (Interview subjects for this sector were chosen according to title and area of responsibility). The interview population was small in every sector, ranging from nine to 23, and results are not conclusive. However, it gave the committee a far reaching glimpse of the real parameters of the status of women at Concordia, and furthered our understanding of the university's structures and milieu and how they affect women.

This report is the third submitted to the Rector by the committee. The first was an interim report submitted in December 1981, recommending an extension of our mandate so that we could complete our task. This recommendation was accepted on condition that we submit a further, more detailed, proposal. After a hiatus of six weeks, the proposal was presented, and the extension granted. This final report provides notice to the university community of the status of women at Concordia.

WEAVING THE FABRIC FOR THE FUTURE

Report of the Concordia Committee
on the
Status of Women

PART II

WOMEN AS MEMBERS OF THE CONCORDIA COMMUNITY

Section A THE END OR THE BEGINNING?

B SEXUAL DISCRIMINATION AND AFFIRMATIVE ACTION PROGRAMMES

C LANGUAGE OF DOCUMENTS

D SEXUAL HARASSMENT

E CHILD CARE

F PARENTAL LEAVES

G SERVICES (Security; Learning Development Office; Department of Human Resources; Guidance; Health Services; Chaplain Service)

November 1982

THE END OR THE BEGINNING?

With this report the committee ends its year-long inquiry into the status of women at Concordia. But far from being an ending, this report should be considered the stepping-stone, the starting point for a continuous process of self-examination, both for the university as a whole and for each member of the university community. It would be easy but unjust to consider this report the end of the commitment, the fulfillment of the duty. On the contrary, the commitment is just beginning.

To actually implement the proposals will take a certain measure of money, of action and a strong measure of conviction in the ultimate goal and underlying principle of this study - the achievement of equality of the sexes in all facets of university life.

According to a plan set out by la Commission des droits de la personne (C.D.P.) (1), one important step in the achievement of this equality is to appoint a senior-level executive to set up appropriate programmes, in consultation with a co-ordinating committee of representatives of major constituencies. As well, in another document this committee was mandated to examine, the Association of Universities and Colleges of Canada (AUCC) endorsed the recommendation that

> "There should be, on every campus, an office or major committee for women's affairs reporting to or closely associated with the president of the university, charged with implementing a better break for women in all the ways outlined above."(2)

After soliciting the views of contacts at other universities, the committee is convinced that the proposals made in this report will be best implemented through the activities of a designated senior-level officer as suggested by the CDP and AUCC. This committee therefore recommends:

RECOMMENDATIONS:

1. a) THAT a new position be created at the level of Associate Vice-Rector, reporting directly to the Rector and having access to the Rector's cabinet, with the title of Associate-Vice Rector for the Status of Women, with a mandate to:

-oversee and facilitate the implementation of the recommendations contained in this report;

-set goals, priorities, and timetables for this implementation;

-monitor all areas of university life and act to facilitate change where indicated, to improve the status of women at Concordia; and

b) THAT this officer's purview permit responsibility in all matters bearing on the status of women in all levels and sectors.

c) THAT this officer be appointed by the Rector on recommendation of a search committee, chaired by the Rector, with the following composition: 3 undergraduate students, 1 graduate student, 1 full-time faculty member, 1 part-time faculty member, 1 staff member, 1 administrator; and that the majority of these constituency representatives be women.

d) THAT the term of office be five years and be renewable; that experience gained beyond academic and employment spheres be given due consideration when put forward by a candidate; that among qualifications sought be the following:

-at least a first cycle degree; a third cycle degree not be expressly required.

-knowledge of and some familiarity with the Concordia milieu.

-an awareness of the impact of sexism within Concordia and a commitment to work toward the elimination of both structural and informal sexist practices, procedures, and attitudes.

e) THAT this officer chair and have the benefit of an advisory committee composed of representatives of all major campus constituencies, with at least fifty percent of these representatives being women.

We cannot stress too strongly that the committee considers this to be the pivotal recommendation in this report. On reading further this will become more obvious as we direct numerous recommendations to this administrator. We suggest that this position be created and filled by the Spring of 1983.

During the interim, it is our assumption that responsibility for this and all other recommendations in this report will fall to the Rector, under whose aegis this committee was established, unless a recommendation is otherwise directed to a specific office or group.

FOOTNOTE

1. la Commission des droits de la personne du Québec. L'Action positive et la Charte des droits et libertés de la personne. Document de travail. Montreal, 1981.

2. Association of Universities and Colleges of Canada. Second Report of the Committee on the Status of Women in the Universities on the Progress Made by AUCC Member Institutions Regarding the Status of Women. Ottawa, 1977. pp. 8&9.

SEXUAL DISCRIMINATION AND AFFIRMATIVE ACTION PROGRAMMES

1 - Definition of Affirmative Action Programmes

Affirmative action programmes are remedial plans of action undertaken by institutions or other organizations to correct an existing situation in which certain groups such as women are under-represented or are subject to unequal opportunity. In its 1980 Annual Report, the Canadian Human Rights Commission defined what they refer to as "special programs":

> "Special programs in employment are a recognized strategy for improving opportunities for disadvantaged groups and for correcting the under-representation of women, blacks, native people, other ethnic and racial minorities, and the physically-handicapped in the work-force". (1) (Emphasis added).

La Commission des droits de la personne du Québec (C.D.P.) gives two definitions of affirmative action programmes:

> "Une définition simple: Un programme d'action positive est une action globale planifiée et orientée de façon à augmenter la représentation des populations discriminées à tous les niveaux d'une organisation.
>
> Une définition opérationnelle: Un programme d'action positive est un plan d'action intégré, axé sur l'égalité de résultats, adopté par une organisation comme remède à la discrimination, avec un accent spécial placé sur la discrimination systémique et visant à supprimer les obstacles qui s'opposent à l'intégration complète d'un groupe de personnes dans un secteur donné". (2)

As one can see from the "définition opérationnelle" mentioned above, affirmative action programmes are directed especially to the elimination of a certain kind of discrimination known as "systemic discrimination" defined by the C.D.P. as:

> La discrimination est dit systémique quand elle est décelée par les résultats d'une pratique apparemment neutre qui a un effet d'exclusion ("disparate impact") sur certains groupes de travailleurs, sans que ces répercussions ne puissent être reliées aux exigences de la tâche ou au ("business necessity"). L'emphase est mise ici non sur la cause (attitude) de la discrimination mais sur son résultat (exclusion d'une group). (3)

It differs from overt or explicit forms of discrimination in that it does not result from an attitude of a specific individual or group, but from apparently fair practices and procedures, which have a ripple effect throughout the organization, resulting in the exclusion (partial or complete) of certain groups. In other words, it's built into the system.

This is not to say that attitudinal discrimination does not exist at Concordia. It does, as the remainder of this report will show. Both kinds of discrimination must be attacked, but in different ways. Attitudinal discrimination can be attacked by means of workshops, seminars and consciousness-raising; systemic discrimination must be examined, identified and eliminated by means of changes in policy and procedures. It is in this latter kind of discrimination that the university can play a more immediate and effective role because it has control over its policies and procedures. Changes in attitudinal discrimination cannot be forced on individuals and groups by external means alone: the university can only hope to persuade and convince people to change.

II - The Evolution of Affirmative Action Programmes

A - The United States

The United States has had much more extensive experience with affirmative action programmes than Canada, and a brief exposé of their evolution is in order (4). Their origin may be found during World War II

when President F.D. Roosevelt issued an executive order prohibiting racial discrimination in the employment policies of companies contracting with the federal government. President John F. Kennedy went a step further than simple prohibition by ordering that positive steps be undertaken to eliminate discrimination, and a federal agency was later set up to implement these orders. The office of Federal Contract Compliance Programs (O.F.C.C.P.) used the "goals and timetables" method, by which employers were asked to compare the proportion of women and members of minority groups actually in their employ with the number of persons of the same groups available for work within that job classification. Objectives were set for the employer who was then required to adjust hiring policies accordingly in order to achieve the same approximate percentage. It was a flexible arrangement and the good faith demonstrated by employers in their efforts to achieve their goals was taken into account. Despite many attempts to declare these programmes unconstitutional (usually based on charges of reverse discrimination), they were upheld repeatedly by the courts.

Affirmative action programmes were also implemented in the U.S. as a result of court orders, usually pursuant to class actions instituted by disadvantaged groups of persons who were able to prove the existence of discrimination in the hiring practices of their employers. However, the courts were most careful not to exclude absolutely individuals of majority groups from applying for available jobs.

Voluntary action initiating affirmative action programmes was upheld as being legal and constitutional even without proof of existing discrimination in several cases, notably the Weber case. (5) In this case the court had to decide whether or not an apprentice-programme at Kaiser Aluminum was discriminatory because a white worker's application for entry to the programme was refused while that of a black with less seniority was accepted. The court upheld the validity of the programme because: the objectives of the programme were legal; it didn't affect the existing rights of the majority group since there was no absolute prohibition against their applying for the programme; and it was a temporary programme, put in place just until the percentage of minorities in that type of work reflected their percentage in

the work force.

The Bakke Affair

In this infamous case, an affirmative action programme had been instituted at the University of California. It was judged illegal for two main reasons: that no proof of existing discrimination was made, and a rigid quota system based on race was established. The Supreme Court of California, however, did declare that other special programmes in which race was a consideration for admission were not illegal (6).

B - The Canadian Experience

Quebec and Newfoundland are the only provinces that do not have express legislation, usually contained in provincial human rights acts, authorizing affirmative action programmes. (7)

Section 15 of the Canadian Human Rights Act provides the authority for "special programmes" free from charges of reverse discrimination and the federal government has been actively implementing such programmes for several years in its various departments, with some notable success. (8)

In Alberta, in 1980, the Individual's Rights Protection Act was amended to legitimatize affirmative action programmes only after a Board of Inquiry found that one such voluntary programme at the University of Calgary to promote the admission of Indians had violated its anti-discrimination section. (9)

It is for fear of this legalistic interpretation by the courts that the C.D.P. has been urging the National Assembly to amend the Charter of Human Rights and Freedoms to expressly state that affirmative action programmes should not be considered discriminatory. The C.D.P. has asked for the authority to issue regulations in order to be able to control such programmes. In 1979,

after four years of waiting, the legislature drafted a bill proposing such amendments. Such a bill has been tabled until the fall session of 1982. (10)

The federal Charter of Human Rights and Freedoms, now enshrined in the recently patriated Constitution, refers to affirmative action programmes in the following terms:

> Equality Rights
>
> 15 (1) Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.
>
> (2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

However, there is a three-year moratorium from the date of patriation, ostensibly to allow federal and provincial governments to make necessary amendments to their existing laws. This leaves us with the existing provincial acts still intact, at least for three years.

Some Canadian universities have already initiated affirmative action programmes in conjunction with their provincial human rights committees. For example, St. Francis Xavier University has entered into a formal Memorandum of Understanding with the Nova Scotia Human Rights Commission on a policy of human rights and affirmative action. (11)

III - The Quebec Situation

Despite the lack of formal legislative authority, affirmative action

programmes have been undertaken in Quebec universities on a voluntary basis at the urging of le Conseil du statut de la femme and le ministère de l'Education, which has formed a network of university representatives with a view to examining and improving the status of women in higher education throughout the Quebec university system. L'Université de Laval has already taken the first steps of what is considered an affirmative action programme with the implementation of some of the recommendations made in their report, "Au Féminin" (12)

While the committee supports the efforts of the C.D.P. to guarantee the legality of affirmative action programmes by amending the Quebec Charter, it challenges the university, in its role as leader and educator of society, to test the limits of the already existing legislation in Quebec, by considering the immediate implementation of an affirmative action programme. The committee is well aware of the fact that this recommendation might be met with charges of reverse discrimination. It is suggested that until clear legislative authority is granted in Quebec, such criticism can be avoided if one demonstrates:

- discrimination actually does exist in the university;
- no rigid or fixed quota system is imposed;
- the programme is a temporary one;
- members of majority groups are not automatically excluded.

It is evident that systemic, if not overt, discrimination exists at Concordia. This is immediately obvious from the statistics in tables throughout this report that demonstrate an under-representation of women at most upper-level positions in the university. The committee does not suggest the imposition of a rigid quota system, but rather that a just and proportional representation of women at all levels of the university structure be achieved. Finally, it must be realized that this programme, while long-term, is a temporary one, one which can be terminated when its goals are reached.

The first step in the establishment of an affirmative action programme is a statement of policy, issued by the university, published, and distributed to all members of the university. Such a statement of policy was issued by the

University of Alberta:

> "The University wishes to ensure that within a reasonable period of time, representation of male and female employees in all job classifications will approximate the proportion of qualified and interested persons of both sexes available". (13)

The next step, according to the plan set out by the C.D.P. (14) is to appoint a senior-level executive to set up the programme, and a co-ordinating committee composed of representatives of the different constituencies. This has already been recommended by the committee in the section entitled "The End or the Beginning?".

Another step, that has already been commenced with this report, is the compilation of statistics on the composition of all constituencies of the university community. The committee found many departments do not keep statistics by gender on the use of their services. Such statistics as the number of female and male applicants for awards, promotions or job openings would have been helpful for this report and will be necessary in the future for any monitoring scheme to be effective.

All of the recommendations contained in this report may be considered to be parts of an integrated strategy for change. The committee therefore recommends:

RECOMMENDATION:

2. THAT Concordia University express its support for la Commission des droits de la personne in its efforts to amend the Quebec Charter of Human Rights and Freedoms to authorize the implementation and regulation of affirmative action programmes.

3. THAT the Board of Governors of Concordia University issue a statement of policy expressing its commitment to the goal of fair representation of the sexes at all levels of university life and its intention to take the necessary steps to achieve that goal within a reasonable period of time.

FOOTNOTES

1. Canadian Human Rights Commission, Annual Report 1980, March 1981, p.51.

2. Commission des droits de la personne du Québec, L'Action positive et la Charte des droits et libertés de la personne, Document de travail, Montreal 1981, p.47.

3. Ibid., p.28.

4. Much of this résumé of the evolution of affirmative action programmes has been taken from the working paper of the C.D.P. mentioned in f.n. 2, p.29 ss.

5. (1979) 20 F.E.P.I.

6. Supra f.n. 2, p.34.

7. Bill 56, Province of Alberta, adopted May 22, 1980; (1973) S.B.C., c.119, art. 11(5); (1974) S.M., c.175, art. 9; (1971) S.N.B., c.8, art. 13(1); (1975) S.N.S. c.11, art. 19; (1970) R.S.O. c.318, art. 69; (1975) S.P.E.I. c.72 art. 19; Bill 94, Sask., adopted Aug. 7, 1979, art. 47;

8. (1976-77) S.C., c.33, art. 15.

9. Supra, f.n.7.

10. Bill 86, "Loi modifiant la Charte des droits et libertés de la personne".

11. Memorandum of Understanding, between St. Francis Xavier University and the Nova Scotia Human Rights Commission, Antigonish, N.S. December 5, 1980.

12. Université Laval. Au féminin. Rapport du Comité d'étude sur la condition féminine à l'Université Laval. Québec, 1980.

13. Minutes of a Board of Governors meeting of the University of Alberta, Dec. 5, 1980.

14. Supra, f.n. 2, p.51.

LANGUAGE OF DOCUMENTS

This committee was not able, in the allotted time, to examine all documents published by the university for internal and external use, nor did we interpret our mandate to include such an examination. We have noticed that documents consulted in the course of our work are varied in their use of gender-based terminology. For instance, the Faculty Manual in some sections uses the inclusive "he or she", etc., while in others the generic "he", which is offensive to the principle of gender equality, is used. The Undergraduate Calendar appears on incomplete examination to use inclusive terminology, on the whole, although there are inconsistencies.

It is important, if the university is governed by the principle of freedom from discrimination based on sex (1), to honour the idea that, in reading university documents, one should not have constantly to translate generic language which uses words of one gender, in order to interpret statements as applicable to persons of the opposite gender. The language should include plainly and explicitly those whom it is intended to encompass.

Recommendation:

4. THAT the Associate Vice-Rector for the Status of Women establish an advisory committee whose mandate should include the following objectives, to the end that sexist language shall be replaced by inclusive language in all documents appearing in the name of Concordia University:

   - to consult sources that set forth the principles of inclusive language as opposed to sexist language;
   - to set out guidelines to be applied to university documents;
   - to review all university documents and revise their language according to those guidelines;
   - to consult with those involved in writing or revising documents to be published or already published by Concordia.

FOOTNOTE

1. Concordia University, Montreal. 1982-83 Undergraduate Calendar. 1982. p. 96, Governing Principles, section 12.

SEXUAL HARASSMENT

Background

Sexual harassment is a serious problem, and is finally being recognized as such. It can cause severe psychological and emotional problems for the victim such as tension, anger, frustration and anxiety. These problems can result in poor job performance or poor grades. Unwarranted guilt and shame, the traditional feeling of powerlessness, and the fear of reprisal result in the reluctance of victims to file complaints. Thus, it has been called "the secret oppression" (1) and "women's hidden occupational hazard". (2) Most victims, the majority of whom are women, deal with such harassment by changing courses, programmes, employment, or even institutions. But escape does not solve the problem; it only prolongs it: no action is taken to deter the harasser, while the victim bears consequences which are often detrimental.

Until 1979, it was difficult to find a reference to the term "sexual harassment". It is not found in the usual public university reports in which one might expect to find it, such as the reports of the Ombuds Office, Code Administrator or Legal Information Service. This is not to say that it did not exist; in the past most cases were dealt with privately: an unexplained resignation, a sudden transfer, or simply a non-renewal of contract.

Sexual harassment emerged as a nation-wide issue in the United States in 1977 with an incident at Yale University, and in Canada with the publication of the book, The Secret Oppression: Sexual Harassment of Working Women by Constance Backhouse and Leah Cohen (3). It became an issue at Concordia University in 1981 when a complaint was launched by an employee against her superior. Although the university had established a Code of Conduct (Non-Academic) in 1977, it was woefully inadequate in dealing with the delicate and complex issues of complaints of sexual harassment, such as the maintenance

of confidentiality for both parties, and the arrangement for moral support, physical and psychological help for the victim. As a result of that one complaint, an ad hoc committee was established to develop fair proceduress for the handling of sexual harassment complaints. It recommended that the Code of Conduct (Non-Academic) be amended to include an express prohibition against sexual harassment (article 12) and special procedures for the receiving and hearing of formal sexual harassment complaints. The Ombuds Office was given the dual responsibility of educating the community about the issue, and for the receiving and initial handling of complaints.

Definition

One of the main problems in confronting this issue is the definition. It must be of enough range and scope to protect the variety of relationships possible between members of the university community. For example, it must include such situations as a professor who continually makes sexually suggestive remarks in the classroom, thereby creating a psychologically negative and tense atmosphere for students; a student or superior who persistently attempts to initiate or continue a relationship with another student or employee that is totally unwelcome and objectionable; it must also include those seemingly rare cases in which there is a blatant request for sexual favours in return for a better grade, a promotion, or even a promise not to dismiss.

The ad hoc committee developed the following definition which has been adopted as an unofficial guideline for complaints arising at the university. It is based on the York University definition contained in the Preliminary Report of the Presidential Advisory Committee on Sexual Harassment (4).

> "Unwanted attention of a sexually oriented nature - that interferes with the performance or environment of an individual, and/or

> implied or expressed promise of reward for complying with a sexually oriented request; and/or
>
> implied or expressed threat of reprisal, actual reprisal, or the denial of opportunity for refusal to comply with a sexually oriented request".

This definition contains the basic components of any complaint of sexual harassment: the attention or advance is not consensual nor even welcome; it is usually exercised by someone in a position of power over the victim, and there is an implied or explicit threat or promise of reward. Only time will tell if it is adequate or not. Until such time as a definition is decided upon either by legislation or jurisprudence, the committee recommends:

RECOMMENDATION:

5. THAT the Associate Vice-Rector for the Status of Women maintain a list of definitions of sexual harassment currently in use by Canadian universities, and report annually on the problems and issues arising from the interpretation and use of them.

The University's Responsibility

Although victims of sexual harassment may seek redress in various ways, none of these methods precludes the university's involvement in a complaint. In fact the committee feels no matter which options are chosen, the university has a duty to act in cases where there is a sufficient university connection; i.e. the incident occurs on university premises or between members of the university community.

In its report on sexual harassment, la Commission des droits de la personne (C.D.P.) concluded that:

> "La recherche faite pour produire ce document nous amène à croire de façon certaine que le problème du harcèlement sexuel n'est pas un problème individuel mais un problème institutionnel. (5)

and

> Il va sans dire que les entreprises doivent aussi assumer leur part de responsabilité et, dans ce sens, prévoir des sanctions disciplinaires pour les employés fautifs. Une autre facon pour les employeurs de prévenir cette form de discrimination, c'est de tenir des séances d'éducation et d'information sur la question. (6)

The C.D.P. thus came to the conclusion that, under Québec law, an employer could be held responsible for the actions of its employees while in the exercise of its functions, and that sexual harassment was an institutional rather than an individual problem, for which institutions must assume some responsibility. The C.D.P. suggested two means of doing this: prevention by educating and informing their employees and the establishment of disciplinary sanctions.

The committee feels Concordia has done much to prevent and discourage incidents of sexual harassment. In July 1981 the Board of Governors accepted the recommendations of the Ad Hoc Committee on Sexual Harassment, and the Code of Conduct (Non-Academic) was amended to include an express prohibition against sexual harassment in article 12. The amendments also include special procedures for cases of sexual harassment such as the appointment of an appropriate authority at the level of vice-rector, and a standing committee composed of students, faculty, and staff, to hear complaints of sexual harassment. These procedures are outlined in the brochure published by the Office of the Ombudsman, which has been widely distributed on campus and in other institutions.

In July of 1981 the Vice-Rectors, Academic distributed to all

faculty the CAUT Interim Guidelines on Sexual Harassment. The purpose of the memo was to bring to the attention of faculty the possibility of an accusation of sexual harassment. It drew particular attention to article 4 of the Interim Guidelines that stated:

> "Individuals involved in or entering into a sexual relationship with a consenting adult who is or who is about to be subject to them for the purpose of evaluation or supervision are advised to terminate or to decline their supervisory or evaluation role in that instance by arrangement with the proper authorities". (7)

Finally the university has added the changes in the Code of Conduct (Non-Academic) to the Faculty Manual. These attempts to publicize the issue of sexual harassment and bring it to the attention of the whole university community have shown the university is willing to assume its share of responsibility for the prevention of sexual harassment.

However, there still remain many problems to be solved. Statistics from the Vice Rector (Academic) and reports of the Ombuds Office and Legal Information Service show a relatively low incidence of sexual harassment at Concordia, (6 complaints in 1980-81 and 10 in 1981-82) (8) but it is impossible to tell the true extent of the problem because adequate statistical data is not available. There is no effective centralized mechanism for the reporting of complaints, and the obligation of confidentiality renders the statistics we have inconclusive since it is difficult to know if any cases overlap. Since a centralized reporting mechanism is absolutely necessary in order to have an adequate data base, the committee makes the following recommendation:

RECOMMENDATION:

6. THAT whoever receives a complaint of sexual harassment be urged to send an anonymous report of the complaint to the Associate Vice-Rector for the Status of Women who will issue an annual report on the extent of the problem.

Another problem is that victims of sexual harassment are often reluctant to approach a stranger or anyone perceived to be part of the administration. Many are distrustful of anyone not of their own peer group. First contact is usually made to a friend or colleague, a sympathetic professor or superior in one's own department. This is borne out by the fact that several interviewees stated that they had been approached for help in complaints of sexual harassment, and yet others stated that they would never use the grievance procedures in a case of sexual harassment. Victims of sexual harassment need to have more access to sympathetic counsellors who are aware of the issues involved and the avenues of redress. The committee envisions that the service departments such as Guidance, Chaplaincy, Health Services, Legal Information Service, as well as the Ombudspersons, department chairs and deans are the most likely persons to be approached by victims of sexual harassment. The committee therefore recommends:

RECOMMENDATION:

7. THAT the Associate Vice-Rector for the Status of Women arrange for workshops and seminars to provide instruction to all those persons most likely to receive complaints of sexual harassment, especially with reference to the psychological and physical needs of the victim, the need for confidentiality, the importance of centralized reporting system and the various means of redress available to the victim.

The procedures that were established by the ad hoc committee have never really been tested. In fact the standing committee provided for in the guidelines to hear formal complaints has never been appointed. Since the time these procedures were enunciated, many other institutions such as Vanier, Dawson, and the University of Waterloo have set up different and innovative methods of receiving and handling complaints. The committee cannot recommend any particular one, but suggests:

RECOMMENDATIONS:

8. THAT the Associate Vice-Rector for the Status of Women annually monitor and review the procedures in place at other universities and colleges, and propose to the appropriate members of this university recommendations for improvement of the existing procedures.

9. THAT the standing committee provided for in the guidelines of the ad hoc Committee be set up as soon as possible so that the members have the opportunity to acquaint themselves with the complex and delicate issues surrounding the problem of sexual harassment.

10. THAT in any complaint involving sexual harassment requiring disciplinary action, it is the harasser rather than the victim who is disciplined and/or relocated.

11. THAT a founded serious allegation of sexual harassment be considered just cause for dismissal, even of a tenured professor.

12. THAT the university undertake to educate and sensitize all members about the problem of sexual harassment, how to prevent it and how to deal with complaints: that this be done by means of work-shops, seminars, or by publishing a set of guidelines available to all members of the university community, similar to that of the CAUT guidelines already directed to faculty.

13. THAT all unions or associations in existence or about to be in existence at Concordia University develop uniform policies on sexual harassment that harmonize with the procedures already in existence.

FOOTNOTES:

1. Constance Backhouse and Leah Cohen. The Secret Oppression: The Sexual Harassment of Working Women. Toronto: Macmillan, 1978.

2. D. Evans. "Sexual Harassment: Women's Hidden Occupational Hazard". in The Victimization of Women. J.R. Chapman and M. Gates, eds. Beverly Hills: Sapa, 1978.

3. Constance Backhouse and Leah Cohen, op. cit.

4. York University. Preliminary Report of the Presidential Advisory Committee on Sexual Harassment. Toronto, September 1980.

5. La Commission des droits de la personne du Québec. Le Harcèlement fondé sur le sexe (ou "harcèlement sexuel") et la charte des droits et libertés de la personne. Montréal, mai 1981. p. 14.

6. Ibid., p. 16

7. Canadian Association of University Teachers. Guidelines on Professional Ethics and Professional Responsibilities. Appendix II, "Abuse of Professional Authority: Sexual Harassment". Ottawa, 1981.

8. See 1980-81 and 1981-82 Annual Reports of both the Ombuds Office and the Code Administrator, Concordia University.

CHILD CARE

If the university is to avail itself of the skills and intellectual resources of women, services must be created that will free women from other responsibilities in order to apply those skills and resources. The creation of these services must be done cooperatively between women and the university. Cooperation of this kind is not foreign to Concordia: employee and student support systems such as cafeteria facilities, parking and health services are provided with little hesitation. However, there are other services needed, particularly by women, that are under-supplied. Daycare is one such crucial service needed by those with childcare responsibilities (most often women) who wish to undertake study or paid work within the university. Such persons should not be penalized for this need by expensive or inadequate facilities which prejudice their access to the university.

The following recommendation was approved by the Association of Universities and Colleges of Canada in 1976:

> "That, in accordance with the practice in a number of Canadian universities, all universities become directly involved in the planning and initial development of childcare programs, taking into account the following guidelines:
> a) Demographic data be coherently and consistently collected to allow long-term planning, and identification of need, for childcare services;
> b) childcare programs be administered and operated by legally incorporated non-profit community boards or parent cooperatives, within the licensing authority and funding guidelines of provincial childcare programs;
> c) persons involved with childcare programs and the academic community cooperate to develop adult support systems, childcare resource materials and viable program options including both group and family-based services; and
> d) universities consider in the planning of capital facilities the need for childcare space in university building programs." (1)

Because of the mechanism of Quebec government funding, the daycare centre at SGW campus has been moved beyond the aegis of the university and operates autonomously. However, the university contributes substantially to its funding, and there is a well-established link between the centre and Concordia's Education Department, which goes a long way toward fulfillment of part (c) in the above recommendation. It is clear, moreover, that the centre's clients are members of the Concordia community. At Loyola campus, there is no such centre symbiotically related to the university. There are, in fact, several facilities in the surrounding community, but little is done to make this known to Concordia's students and employees beyond keeping such information on file in the Dean of Students office; notices in the Concordia University Students Association Orientation Handbook and the Graduate Studies Calendar mention only the SGW facility. Daycare facilities at or near both campuses are generally not available for those working or studying outside daytime hours.

Although there is no child care facility directly within the university, it is appropriate for Concordia to attend to this issue of importance to many of its members. This committee, therefore, makes the following recommendations:

RECOMMENDATION:

14. a) THAT the Associate Vice-Rector for the Status of Women facilitate the creation of a committee of interested members of the university to review and apply, to the fullest extent possible, the AUCC recommendation, in cooperative consultation with, or to include: parents and guardians within Concordia who use and need child care facilities; representatives of child care centres in the surrounding community; Concordia's Education Department; and any other appropriate departments and groups within the university.

b) THAT, following section (a) of the AUCC recommendation, the committee specified above be empowered to conduct a formal survey of the Concordia community (including students, staff, and faculty) to collect demographic data, and that the results of this survey be made available at least to the Concordia Childcare Centre, and publicized openly within the Concordia community.

15. THAT child care facilities in the surrounding community be made known to members of the Concordia community, through visible notices in appropriate documents, publications, and offices.

FOOTNOTE

1. Association of Universities and Colleges of Canada. Second Report of the Committee on the Status of Women in Universities on the Progress Made by AUCC Member Institutions Regarding the Status of Women. Ottawa, 1977. pp. 11-12.

PARENTAL LEAVES

While recognizing the importance of parental leave as a primary issue for women at Concordia, the committee did not focus on this question in detail. Nevertheless this topic and related ones were dealt with in our interviews with the Concordia community, and in view of the results of these it is recommended:

RECOMMENDATION:

16. THAT an in depth review should be undertaken of Concordia's maternity leave policy bearing in mind the following considerations:

a) Parenthood, being of essential value to society must not bring more economic disadvantage to women at Concordia than it bestows on men.

b) A discussion of parental leave must also examine topics such as: supplementing Unemployment Insurance benefits; leaves for adoptive parents; access to leaves by fathers as well as mothers; recommendations of the Canadian Human Rights Commission.

c) Parental leave must be a university-wide policy and the application of such not left to the discretion of individuals.

d) Job protection/security must be one of the primary purposes of a comprehensive parental leave policy. Similarly, students must not suffer losses for absences due to maternity or paternity.

e) An analysis of collective agreements having parental leave provisions should be made to ensure consistency among the various Concordia groups, and to examine the opportunities extended to parents as a result of union efforts.

SERVICES

Introduction

In May 1982, questionnaires were circulated to various service departments, asking for information on services provided and how they relate to the female university community member. At the writing of this report, twenty of thirty-six questionnaires have been returned, completed with varying degrees of interest and commitment.

In reviewing responses to the questionnaire, the committee perceived an ongoing need to revamp services so as to reflect the needs and interests of users. However, most services do not keep official tallies on the male-female breakdown of service users. This information was essential to our brief study and no doubt would be essential to others.

17. RECOMMENDATION: THAT all service departments keep official counts of male and female users of their services.

Some reports on service departments have been included in this section, but most have been integrated with other sections. The services section is by no means complete and this committee recommends:

18. RECOMMENDATION: THAT individual service departments conduct internal reviews to determine whether services can be improved for women at Concordia.

Security

The purpose of university security is to ensure the safety of students, staff and faculty so that the university can function properly. Services

include continual patrol twenty-four hours per day and routine inspection of all campus buildings; the Security Office assumes both preventive and procedural responsibilities of administering safety on both campuses.

It has come to the attention of the committee that there are areas in which these services could be improved. In one incident, security was reported to be "unsure of procedures in the Visual Arts building when an individual 'passed out'." Concern was expressed as to the response an assault would have elicited. It is imperative that security personnel be adequately and continually informed of procedures regarding incidences of sexual assault and rape.

The regulations of the university specify that in cases of emergency the first step is to call security and if necessary to call outside help. Such cases of emergency may include sexual assault. Due to the traumatic nature of these crimes, the victim is in need of sensitivity and support. Although the role of the security guard is not primarily one of comforter, being first on the scene implies a responsibility to respect the victim's complaint and dignity, and to treat the complaint in a serious and non-judgmental manner.

Currently, sexual assault is one of the least-reported crimes in Canada, due to various stigmas attached to the crime and lack of sympathy extended to the victims. If victims could be assured of a sympathetic and serious response to their complaint, they would, hopefully, be more willing to report such incidents.

difficult to assess

RECOMMENDATIONS:

19. THAT the Security Office routinely issue procedure and policy reminders to personnel and departments concerning safety and preventive procedures, and specifically, procedures surrounding sexual assault.

20. THAT the Security Office increase awareness and sensitivity of security personnel concerning rape and sexual attacks by staging courses/ seminars about these issues and how to deal with them.

21. THAT Concordia University offer self-defense courses for women in consultation with a rape crisis centre.

22. THAT Security make available rape crisis cards similar to those distributed by the McGill Women's Union.

With Concordia's large night-time population, the university's operating hours extend late into the evening. Late hours pose several problems on both campuses for women who work late or who have evening classes. On the Loyola campus, outdoor lighting is inadequate. The large trees and bushes supply ample coverage for an attacker. Although many people use Sherbrooke Street, either to park their cars or to use the bus service, the parking lot and back streets are quite dark and devoid of traffic, unsafe conditions for women travelling alone. In addition, on the SGW campus, certain parts of the Hall building and annexes are unsafe to be in alone, especially at night.

RECOMMENDATION:

23. THAT the Security Office and Physical Plant Department co-operate to improve the Loyola external lighting system as soon as possible.

24. THAT a highly conspicuous campus-wide emergency phone system be installed.

Learning Development Office

The main function of the office is to maintain, develop and improve the quality of teaching and learning. The service is available only to faculty, and activities concentrate in three broad areas: "the design, development and evaluation of courses and programmes; resources in the form of consultations, workshops and literature; and the encouragement and support of educational research in specific areas of interest to the Concordia community" (1).

We note that this office has no specific seminars or workshops dealing with sexism, the female student, the work force, or other topics of concern to women. We suggest the lack of attention towards these issues,

especially relevant for the female student, impede the ability of a professor to effectively improve instruction skills. We duly note that discussion of some of these issues arise in workshops designed for other purposes. While the formation of the office is a step towards improving the quality of instruction, it is not assuming the role it could be in improving the status of women at Concordia.

RECOMMENDATION:

25. THAT the Learning Development Office create seminars/ workshops/forums for faculty wishing to improve and develop their skills on issues such as sexist attitudes and communication in the classroom, and on other issues of particular concern to: the female student; students returning from the work force; students with dependents; part-time students. Faculty should also be actively encouraged to provide role models to discourage sexism in course material.

Department of Human Resources

The recent movement of women into the labour force signifies a new trend in society. Whereas before, women were implicitly or explicitly trained for nurturing roles, such as wife, mother, nurse, or counsellor, these new and numerous entrants need training in skills other than those of support.

The Department of Human Resources can take an active part in this retraining process. We duly note that the department informs the university community of policies relating specifically to women's rights (e.g. maternity leave), but stress this effort should be expanded by assimilating and distributing information on issues that affect staff and faculty. Issues include daycare; the ramifications, benefits and issues surrounding part-time work, etc. In addition, the department can further the rights of women by revising the university policy guidelines which it issues, and which is inconsistent in its use of non-generic language. At time the pronouns "he" and "she" are used together to imply that both sexes are capable of the work; in other areas terms such as"chairman" are used, which literally narrow the scope of positions to the male gender.

We direct the reader's attention to recommendations concerning the above matters in other sections of this report, including: II-C, Language of Documents; and V, Women as Staff.

Workshops, seminars, etc., given by the Department of Human Resources are successful means of improving the skills of women returning or participating in the workforce. However, it must be ensured that these events are not restricted to any one group. To cite an example from another department, the Centre for Human Relations recently arranged a Women in Management workshop that was well-attended and informative. Most participants, however, were women who were already climbing the ladders of management, in professional, industrial, or academic occupations. Only one student attended, whereas many other female students could have benefitted from the workshop. The $90 fee was prohibitive for students who could not afford it or for women whose superiors refused to foot the bill. Further, secretaries or office workers, who have the capacity for managerial work, were sparse in attendance. Most participants were from outside the Concordia community.

RECOMMENDATION:

26. THAT workshops, seminars, discussions, and courses on women's issues in paid employment be offered by academic or administrative departments in conjunction with the Department of Human Resources; that these be open to all constituents of the university; and that organizers actively encourage, through advertising and circulars, potential as well as current position holders to attend the event.

27. THAT the Department of Human Resources hold workshops for those in or aspiring to management positions on, eg., sexual harassment and gender discrimination.

The committee officially expresses concern about the following areas under the jurisdiction of the Department of Human Resources: (For specific recommendations in these areas, the Staff and Faculty sections of this report should be consulted).

- the staff classification system

- definite policies on remedial hiring and firing procedures

- recognition of credentials currently unrecognized for hiring and promotion procedures (eg., the situation of individuals who are capable of performing an administrative job but who do not possess a "required" degree).

- skills not recognized when not learned or practiced on the labour force (e.g. a homemaker or student who must pay attention to detail, organize time, meet deadlines, etc.)

RECOMMENDATION:

28. THAT the Department of Human Resources study the above issues in relation to and consideration of working women at Concordia and forward recommendations for improvement to the appropriate bargaining units and decision-making bodies.

Guidance

The Concordia Guidance Centre provides a wide range of counselling services, from personal counselling sessions to workshops on how to deal with stress. Although there is little criticism of the department, some suggestions for improvement have been gathered.

The service is primarily, although not exclusively, student-oriented, and there is much attention paid to the needs of women students. This concern materializes in the form of assertiveness workshops for women, job search and career planning seminars for women, a special reading centre on job search techniques and problems faced in the workforce for women, etc. The following are suggestions for expansion of seminar and information topics: confidence-building in the sciences and mathematics; coping as a displaced homemaker; battered women; women as students (including sexual harassment and discrimination); women as older students; and women in higher education. (This list is not

exhaustive.) Information about trends both in female labour force participation and job realities for the post secondary graduate should be obtained and be kept up-to-date. The special Guidance Information Centre collection for women should be updated (only four books in the Job Search and Career Planning for Women bibliographies were published in 1979 or later). This collection should also be expanded to include magazines, bulletins, communiqués and trade journals.

Printed information and seminars/workshops are only two means of reaching female students. Personal guidance services offer close contact with an individual trained to deal with specific problems in a non-stereotypic manner. However, at least one female student has recounted to the committee her visit to a male guidance counsellor at Concordia, who advised that upon obtaining her B.A. in English, she could get a job as a clerical worker (an occupation that would under-use her skills acquired at university). Most people attend college or university, if not for the quest for knowledge, then to escape employment that is neither financially nor emotionally rewarding. Students should be counselled to explore alternatives in education and the labour force rather than being directed toward the prospect of underemployment.

RECOMMENDATION:

29. THAT the Director of Guidance direct counsellors to communicate to women students the wide range of career possibilities and recent trends in female labour force participation.

30. THAT the Director of Guidance arrange for workshops on feminist counselling techniques and on discrimination against women in academe and in the labour force, which all guidance personnel would be obliged to attend.

Health Services

The committee compliments the Health Services Department on the level of services offered to women. These include a wide-ranging gynecology and obstetrics service as well as sexual counselling and education when appropriate,

nutrition counselling on a one-to-one basis, referrals to community womens' groups, and assistance to victims of sexual harassment when necessary.

While the committee praises the counselling and medical treatment provided for women with respect to the above, it takes note that the staff gynecologist-obstetrician is male; referral to a female gynecologist being available on request.

In order to improve and serve the special physical or social needs of women on campus, the committee recommends:

RECOMMENDATION:

31. THAT accessibility to a female gynecologist-obstetrician be improved, at least by asking clients whether they prefer to see a male or female specialist.

As well, the committee urges that health care information of importance to women be publicly communicated throughout the university on a regular basis in order to increase awareness of services available and issues pertinent to women.

University Chaplain Service

The chaplains' service provides special services for both the community as a whole and for women in particular. "Our service is of special interest and import to women since in most cases family and marital crises tend to affect women much more seriously than men". (2) And although no ongoing permanent programme for women is in existence, special events that would be of particular interest to women (such as coping with loneliness, single parenting, etc.) are planned sporadically.

RECOMMENDATION:

32. THAT workshops/discussions, etc. that would be of special interest to women be offered at least twice a month. Suggested topics: loneliness, divorce, women in Christianity, women in religion, etc.

The Chaplaincy has demonstrated to the committee that its chaplains have a clear understanding of the problems women face in university life. We suggest the chaplains be involved in further studies or consultations concerned with the status of women at Concordia.

FOOTNOTES:

1. Concordia University. Learning Development Office. Information sheet. August, 1981. p. 1. Enclosure with response to CCSW questionnaire, May 1982.

2. Letter dated May 18, 1982, from Rev. Matti Terho, Concordia University Chaplain (SGW campus), in response to CCSW questionnaire, May 1982.

WEAVING THE FABRIC FOR THE FUTURE

Report of the Concordia Committee
on the
Status of Women

PART III

WOMEN AS STUDENTS

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November 1982

GENERAL OVERVIEW

This section includes discussion of issues that pertain specifically to women as students. Issues that relate not only to female students but to women in all sectors, are included in "Women as Members of the Concordia Community".

The organization of this part of the report parallels a woman student's progression into, through, and out of Concordia University's system. To determine whether Concordia's structures and policies are discriminatory, implicitly or explicitly, against women students, the philosophy, administration, and results of university procedures were examined. Statistics, interviews, and research including accounts of individual experiences were used to outline the problems women face as students. The latter method of retrieving information was the most informal, and demonstrated to the committee that a) women students are generally reticent about speaking of situations that might detrimentally affect them academically and personally, and b) students are generally reluctant to use the formal grievance procedures open to them. Unfortunately, formal procedures are too often the only ones with any credibility in the administration's eyes. Thus, there are complaints that are not reported and do not figure in official tallies. The latter are subsequently used as evidence that there is no problem.

But sexism is significantly worse than is obvious from official complaint tallies. Women at Concordia face both subtle and blatant discrimination in every facet of academic relations. The university's influence for change will gain impetus from its sense of responsibility for the education of students. The university must set the example for every student that women and men merit equal respect and that the contribution by women is invaluable. It is the committee's view that students are in positions to potentially effect change also, and any upgrading of the status of women must, of necessity, consider the student sector as a strategic source of change.

RECRUITING

While the total female student population of Concordia University approaches the fifty per cent mark (Table 1), a closer examination reveals this misleading proportion is not found in all faculties and departments. Concordia Engineering is a perennial example: at fall registration 1981, 8.1% of the total undergraduate enrollment was female. Undergraduate female representation during the same period was 67.3% in Fine Arts, 64.4% in Arts and 80.0% in the B. Education program (Table 1).

Gender segregation in academic disciplines is endemic in other educational institutions across North America. Ghettoization according to sex is not limited to individual disciplines, but also appears in groups of disciplines (1). Of the total full-time Concordia students accepted and registered in Arts programs for Fall 1980-81, 53.3% were female; in Science programs 33.7% were female, in Fine Arts 61.7% and in Engineering 8.9% (Table 2, Full-time).

In general, at Concordia and in direct agreement with studies conducted elsewhere, women tend to study the social sciences and not those fields requiring high technology, mathematics or science backgrounds. Furthermore there appears to be a direct correlation between the fields women generally choose to study and the prospect of few jobs, low job satisfaction, and low salaries.

As clarification, here are some findings from Job Market Reality for Post-Secondary Graduates, Two Years after Graduation in 1976, from Statistics Canada:

> "A more general education in subjects with little practical application often led to a lower-paid job, which made little use of knowledge and skills acquired during the years of study (page 7).
>
> Social science graduates had difficulty finding work in that field; nearly 40% of political science graduates were in completely unrelated jobs (page 10).

> Psychology graduates, among the most numerous, took longer finding work, and more than half had to settle for jobs that did not require a degree (page 10).
>
> Sociology, physics, and biology graduates had more regrets about their choice of field than any other degree holders (page 10). 1976

Consequently, because of the academic choices women and men make at the levels leading to and into university study, there is gender segregation in certain fields. As a corollary, for 'traditionally female' fields, salaries and job satisfaction prospects are low. The committee fully realizes the two-way street travelled by the university and the student, concerning academic rights and responsibilities. The student must decide why she/he is attending university: for the purpose of getting a job; for the sheer pleasure of learning; or both. Although the ultimate decision is the student's, the university cannot ignore its governing principles based on the ethic of the equality of persons, nor can it ignore socio-cultural and political influences on the student's choice.

The committee does not feel called upon to delve into the oft-studied personal, socio-cultural, political, and economic reasons of why students may choose fields of study traditionally relegated to their own gender. However, it is unarguably clear that the university has a responsibility to provide fair and equal opportunities in education in all fields, and that efforts on the part of Concordia to actively encourage women into non-traditional areas of study can be greatly expanded. These efforts should be made in recruitment drives, for it appears university admissions committees are making efforts to admit women into male-dominated disciplines. The problem is that there appears to be relatively few applications made by females to these departments. To be true to itself, therefore, the university will recognize its responsibility to use its resources to actively encourage students to consider a wide range of fields and to intentionally entertain the possibility of entering non-traditional fields.

The Liaison Office, through personnel or publicized information, is usually the first formal contact a student has with Concordia. The Liaison Office makes every effort to encourage students a) to attend Concordia and b) to apply in programmes in which they express interest. Rather than act as a guidance service, Liaison services the potential student by informing her/him of options available and of possible improvements of academic record to facilitate entry to a specific programme. Information is provided on request, and is made available in both high schools and CEGEPs, although more readily in the latter. In the Quebec school system, secondary school represents the time when students begin to choose their own courses. In our highly technical and specialized world, studying mathematics and science in high school and CEGEP is the most viable method of keeping a student's options open for future study. It is at this level that female students should be encouraged to continue in mathematics and science, rather than to move into secretarial/ clerical courses because "they're easier".

RECOMMENDATIONS:

33. THAT advertising campaigns developed for recruiting be alloted monies specifically for advertising that depicts females in non-traditional fields of study and that actively encourages females to enter fields of study considered as traditionally male-dominated.

34. THAT Concordia University, through the Liaison Office, encourage secondary school and CEGEP counsellors to actively encourage students, especially female students, to explore all options, with the recommendation that mathematics and science will leave the most academic paths open to them.

35. THAT the Liaison Office be informed and constantly communicate to students consulting the service, the trends of labour participation according to gender, job prospects, salaries, and area of study.

36. THAT departmental liaison programme personnel include at least one woman, faculty or student, in order to provide visible role models.

FOOTNOTE:

1. Fact-File. Proportion of Degrees Awarded to Women. The Chronicle of Higher Education. June 15, 1981. Table p.8. In the United States in 1978-79, the proportion of undergraduate degrees awarded to women was only 8.3% in Engineering and 22.6% in Physical Sciences, but 94.6% in Library Science, 82% in Health Professions, 73.2% in Education.

CONCORDIA STUDENTS: FALL 1981 TABLE 1
Undergraduate Registration by Programme and Gender

PROGRAMME	FULL-TIME F/TOTAL	FULL-TIME %F	PART-TIME F/TOTAL	PART-TIME %F	FULL & PART-TIME F/TOTAL	FULL & PART-TIME %F
Arts	2001/3604	55.5	2833/3903	72.6	4834/7507	64.4
Education	33/44	75.0	55/66	83.3	88/110	80.0
Science	388/1069	36.3	289/768	37.6	677/1837	36.8
Commerce	958/2694	35.6	1164/2820	41.3	2122/5514	38.5
Admin.	92/257	35.8	223/450	49.6	315/707	44.6
Engineering	73/840	8.7	23/352	6.5	96/1192	8.1
Computer Science	86/385	22.3	134/451	29.7	220/836	26.3
Fine Arts	717/1139	63.0	855/1197	71.4	1572/2336	67.3
SUBTOTAL	4348/10032	43.3	5576/10007	55.7	9924/20039	49.5
Independent			730/1379	53.0	730/1379	53.0
TOTAL	4348/10032	43.3	6306/11386	55.4	10654/21418	49.7

NOTE: These figures include, in totals, persons whose gender was not specified: a total of 33 scattered among programmes, or 0.2% of total registration.

CONCORDIA STUDENTS: FALL 1980 TABLE 2
New Undergraduates Accepted and Registered:
by Programme and Gender

PROGRAMME	FULL-TIME F/TOTAL	FULL-TIME %F	PART-TIME F/TOTAL	PART-TIME %F	FULL & PART-TIME F/TOTAL	FULL & PART-TIME %F
Arts	918/1721	53.3	669/857	78.1	1587/2578	61.1
Education	14/15	93.3	8/8	100.0	22/23	95.7
Science	205/609	33.7	59/112	52.7	264/721	36.6
Commerce	365/997	36.6	366/750	48.8	731/1747	41.8
Admin.	42/121	34.7	97/178	54.5	139/299	46.5
Engineering	31/349	8.9	6/122	4.9	37/471	7.9
Computer Science	37/161	23.0	41/165	24.8	78/326	23.9
Fine Arts	305/494	61.7	148/196	75.5	453/690	65.7
TOTAL	1917/4464	42.9	1394/2388	58.4	3311/6852	48.3

Data source: Concordia University, Department of Institutional Research

FINANCIAL AID

The recent influx of women into the labour market has extended into the student employment area. In 1981 male and female English Quebec post-secondary students were employed in the same number, in both part-time and summer employment. Still, occupational ghettoization for females persists as does subsequent lower remuneration in comparison to males. Significant differences in remuneration between female and male student employment are evident in the following table. (1)

April '81 - Mar. '82: Personal Income Before Taxes: English Québec Students

	English Quebec total%	Female %	Male %
under $3,000	43.2	55.1	31.8
$3,000 - 3.9	15.9	11.7	19.8
$4,000 - 4.9	12.7	13.7	11.8
$5,000 - 5.9	9.0	4.8	13.1

While female and male students are employed in the same number, Table 1 shows that women are earning less. Because of discrimination in the employment market, it is likely that female students are in greater need of financial aid than male students, on average. Such was the case ten or twelve years ago, as reported by the Royal Commission on the Status of Women in Canada and other studies. However, this is a complex issue beyond the scope of this committee. Therefore, we make the following recommendation:

RECOMMENDATION:

37. THAT the current financial situation of full-time Concordia undergraduate students be assessed in a gender comparison study and that the results of this study be forwarded to the Conseil du Statut de la Femme and the Ministère de l'Education du Québec with the recommendation that any inequities of the provincial financial aid system be revised so as to reflect the genuine financial conditions of female and male students. This study should include a comparison of loans and bursaries distributed among male and female students in consideration of the total dollar amount awarded.

The history of Sir George Williams University being the university of part-time students with full-time employment is built into the tradition of Concordia. The part-time student population of this university is well past the 10,000 mark and clearly outnumbers the population of full-time students at Concordia. To assume all part-time students are employed full-time and thus financing their education is incorrect. Some students are raising children, are involved in extracurricular activities that enhance the quality of university life, or are financially unable to assume a full course load. Yet part-time students are not eligible for any Concordia or government form of financial aid. Further, the majority of part-time students are female and the need for increased financing for female students has already been demonstrated.

RECOMMENDATION:

38. THAT the Graduate Students' Association, the Concordia University Students' Association, the Financial Aid Office and the Dean of Students Office cooperate in a study on the earning ability of part-time students and formulate criteria under which to award scholarships and bursaries for part-time students who have inadequate income. Also, this study should be forwarded to le ministère de l'Education, Direction générale de l'aide financière des étudiant(e)s, responsible for administering Quebec loans and bursaries, with the university's recommendation that needy part-time students be eligible to apply for provincial loans and bursaries, on a pro rata basis.

This committee regrets that there was insufficient time available to examine the distribution of scholarships, bursaries and other prizes in relation to equitable treatment of female and male students. The committee suggests investigation of this subject take place and, should the need arise, it should be studied in detail.

FOOTNOTE:

1. Canada Facts. Canadian Campus Survey. Toronto, March 1982.

ROLE MODELS

Unfortunately for women and men, we have been living for ages in a man's world. The rules of this world, as defined by sex-role stereotyping and socialization, stated a woman's place was within the home and a man's place without. For women, these rules and roles included: encouragement of dependency on males; that active participation in the world beyond hearth and cradle was neither encouraged nor recognized; the role of provider was not central to development; marriage and children were the only avenues to status; women operating outside the home were seen as sex objects; and the only respectable roles for women outside the home were those of support. But this is beginning to change. The rigidity of these rules and roles, including those complementarily bestowed on boys and men, is being challenged.

However, these sex-stereotyped ideas still exist, as observed in the slow rate of infiltration of women into male-dominated areas, such as higher education, the professions, and politics. Women are still sexually objectified, paid less for work of equal value, and subtly, even blatantly, discriminated against simply because at birth adults took note of the presence of a vagina instead of a penis.

Changing the socialization of females and males is an important factor in removing the discriminatory and limiting effects of sex role stereotyping. Women and men must cease to be assailed with the idea that some possibilities and some jobs are for women and others only for men. One way of doing this, in the context of education, is to put into practice the precept that roles need not be allocated by gender. However, while most professors and students of higher education accept this principle of equality, this idea has never been translated into every-day life. It remains a liberal ethic, a sheer platitude, enshrined in ideology but entombed under the field of practice.

For example, the academic world, where high standards of excellence, quality and objectivity are long-standing principles, is a man's world. Intellectual life has been male-dominated, resulting in the intellectualization of the male

experience. In fact, the male experience has been around so long, with little challenge, that it is identified as the norm, and the female experience is seen as only marginal in its ability to contribute to academic life. The establishment of women's studies has helped chip at the image of the male experience as the norm.

But even with the advent of women's studies courses, the woman student for the most part still reads male writers and is still taught mostly by male professors. She studies the male experience, and tackles problems oriented towards men. She comes into contact with the "chairman", the "businessman", the "congressman", and "he" as the all-encompassing pronoun of reference. The disproportionate number of male faculty, the sexist curriculum, the male experience as the norm message the woman student that academic life is male-identified, that this identification is the status quo and is normal. In this context, academic life is hardly objective, and lack of female representation casts shadows on the male-identified, therefore restrictive, and therefore dubious standards of excellence and quality.

Changing traditional role model preconceptions and socialization techniques is difficult if there are few people (women in this case) setting alternative examples. "In order to learn a role effectively, it is usually necessary for an individual to have appropriate and continuing opportunities to witness the role being practiced". (1) The committee fully realizes that in addition to witnessing a role being practiced, the person learning that role must also be willing to practice it. However, Concordia must do its part in its obligations to its students, to improve the role models for female students and to undermine the sexist current steering higher education.

This committee therefore recommends (2):

RECOMMENDATION:

39. THAT Concordia University increase the number of role models for female students by interim preferential hiring of more and firing of fewer female faculty.

40. THAT each department seek to assure that regular counselling services are offered by properly trained female and male academic advisors.

41. THAT all course material be examined by instructors for sex-biased views and discarded, or offered to students with both explanations of inadequacies and suggestions for alternative material; and that faculty be receptive to inquiries, observations and suggestions on the part of students concerning sexist elements in curriculum materials.

42. THAT departmental committees on educational policy ensure, through research, that female scholars' work receive just representation, that women and their work receive recognition; that students be encouraged to undertake research to include the contributions of women in any given discipline.

43. THAT female students be as actively encouraged as male students are, by faculty members and advisors, to pursue honors and graduate studies.

FOOTNOTES

1. Walter Vernon. Introductory Psychology: a mastery coursebook with performance objectives. Chicago: Rand McNally College Publishing Co., 1974. p. 344.

2. The last four recommendations were adapted from: University of Western Ontario. President's Advisory Committee on the Status of Women at UWO. Report. London, Ont., 1975.

CONCORDIA UNIVERSITY STUDENTS' ASSOCIATION

One role of the Concordia University Students' Association (CUSA) is to ensure student representation on university committees that affect the academic, socio-cultural and non-academic lives of Concordia students. An additional function is to educate students on issues that affect students at Concordia and other universities by assuming a leadership role in the community. This is achieved by sponsoring assemblies, conferences, workshops, speakers, research, etc., that allow students to participate more effectively in the university's social and political structures. The status of women students at Concordia needs immediate improvement and CUSA, by definition of its role and functions in the social-political fabric of Concordia, should be at the forefront in the amelioration of this situation.

The committee found that attitudes, particularly those of students, towards women, were the source of one of the largest problems confronting women at Concordia. By and large, most students interviewed had been ear-witness to derogatory remarks made about women's competence because of their gender, and for the most part these remarks were made by other students. Women as students experience sexual discrimination most often at the hands of their own colleagues. As part of CUSA's educative function, the association could use various means to educate the student population on women's issues and help eliminate sexist attitudes.

RECOMMENDATION:

44. THAT CUSA make use of its resources to educate and inform students on women's issues, including the following topics:

- disproportionate representation in numerous disciplines;
- sexual discrimination, harassment, and sexual assault;
- classroom atmosphere for women;
- representation of minority women;
- female labour force participation rates after graduation;
- birth control/sexually transmitted diseases;
- role models for women.

This list is not exhaustive. The committee recognizes two purposes of student publications are to welcome and to inform Concordia students of the services available to them. Thus, publication of the above topics should meet many of the needs of women students. However, there have been instances in the past when the content of certain student publications, if not blatantly sexist, clearly conveyed attitudes of male Caucasian chauvinism towards women and minorities.

The committee finds this disappointing and very inconsistent for an organization claiming to be oriented towards ameliorating and defending the position of all undergraduates at Concordia. Therefore it reaffirms the principle that no student at Concordia should be exploited either implicitly or explicitly through the use of student funds. This is especially significant where CUSA-funded student publications are concerned, but remains so for all other related activities CUSA funds and sponsors. It is difficult to attach any credibility to an association that actively discriminates against a component of the group it purports to represent: the undergraduate students of Concordia.

RECOMMENDATION:

45. THAT CUSA prohibit the use of student funds to publish material that discriminates, in any manner whatsoever, against women.

CUSA and Political Representation

A quick glance at the female/male ratio at CUSA immediately reveals that CUSA is a reflection of the male-dominated political organizations one constantly sees at local, provincial and national levels. This is not surprising since government, if not the major link in establishing male dominance and a patriarchal society, does seem to work to maintain it. CUSA appears to be no less guilty.

Women students at Concordia account for 49.7% of the total undergraduate student enrollment, yet their participation in CUSA decision-making bodies

is most lacking. Since CUSA's inception, in 1978, only two women have been members of a co-presidential team. In the 1981-82 academic year only four out of thirteen executive positions were occupied by women. This figure was later cut in half after the Christmas break when two of the women resigned. In 1982/83 two women have been appointed to the seven-person executive and a third is part of the co-presidential team.

Lack of sufficient representation manifests itself blatantly or obliquely in the legislation and policies CUSA adopts and attempts to initiate in the university. With such low participation by women in student government, legislation tends to be one-sided.

The citizen has both a right and a responsibility to participate in a democratic institution. The committee sees the needed increase in female political participation as a two-way street. Females must be willing to participate in student government. CUSA can help encourage these women by examining its structures and procedures for any sexual bias or discrimination, and taking steps to rectify inadequacies.

RECOMMENDATION:

46. THAT CUSA, in a committee comprised of at least 50% women, study the status of women in Concordia University undergraduate student government keeping in mind the following suggestions for study:

1. What proportion of women have been student association leaders during the past four years? What proportion of women have been student representatives on legislative, departmental, faculty councils, Senate, Board of Governors for the past four years?

2. What is the rate of resignation of women student participants in student government in comparison to that of men? What are the reasons for resignation? Do they differ from those of men students?

3. At meetings, is the proportion of women who speak comparable in length and frequency to the proportion of men who speak? Are women interrupted more often?

4. Are women volunteers given the same degree of responsibility and difficulty of duties as men volunteers?

5. Do women rise as quickly as men through CUSA ranks?

6. Does CUSA participate in any manner in discriminating against women students?

CUSA can also actively encourage females to participate in student government by staging workshops/seminars for potential recruits. Here are several suggestions for such workshops that will familiarize the recruit with political skills (1).

- what and where is the political power?
- the right to share power
- rules of order
- workshops on how to:
    - organize workshops
    - be a political candidate
    - write and present a motion or a brief
    - lobby by letter, by phone, or in person
    - work with the press
    - work with electronic media
    - run an election campaign

The committee also recommends:

RECOMMENDATION:

47. THAT CUSA provide active role models for women wishing to participate in student politics by requiring that student representation on all levels of student and university government include at least one woman and where possible 50%.

FOOTNOTE:

1. Canadian Advisory Council on the Status of Women. Sharing the Power. Media kit. Ottawa, (n.d.)

ATHLETICS



The Gazette. Montréal, (Saturday, summer) 1982.

ATHLETICS

Compulsory physical education ends in Quebec at the completion of a student's collegial diploma but the Concordia Department of Physical Education and Athletics attempts to continue and encourage physical activity by providing an array of varsity and intramural activities. Every student at Concordia pays for sports through the student activity fee although she or he does not necessarily partake in them. However the quantity and quality of activities offered women is grossly inequitable with those offered men. Women students do not enjoy the same facilities, equipment and funding as do their male counterparts.

The following table (1) shows the allocation of funds to varsity gender-segregated sports in the Athletics budget for 1981-82, as approved by the Concordia Council on Student Life.

CONCORDIA UNIVERSITY 1981-82

VARSITY SPORT $ ALLOCATIONS IN GENDER-SEGREGATED SPORTS

TEAM	Total $	Female $	Male $	Female %	Male %
Soccer	6,800	1,400	5,400	20.59	79.4
Basketball	32,500	10,000	22,500	30.77	69.2
Hockey	50,400	9,000	41,400	17.86	32.14
Field Hockey	1,900	1,900	-	100	0.0
Junior Varsity	5,400	-	5,400	0.0	100
Football	27,006	-	27,006	0.0	100
Rugby	1,500	-	1,500	0.0	100
Wrestling	1,500	-	1,500	0.0	100
TOTAL:	127,006	22,300	105,156	17.6	82.4

Overall, female athletes received 17.6% of funds allocated towards varsity gender-segregated sports, although female and male students contribute equally to the total budget.

These inequities are commonly justified by the explanations that there is greater demand for men's than women's sports and that in parallel sports such as hockey, basketball, and soccer (3 team sports women and men both play), the women's teams have less available competition, resulting in less frequent scheduling of games and tournaments. That there are fewer sports available for women to play in and less competition for women than for men in parallel sports are the reasons used to justify giving more than 4 of every 5 dollars of the gender-segregated Athletics budget to men's sports.

There is little evidence to prove or disprove that there is more demand for men's rather than women's sports, and this requires more investigation. However, lack of available competition for women's teams is a reality. An athletics department source has stated in an interview that there is little competition available from other university women's teams because of insufficient funding by other universities for training and travel. In addition, at Concordia, funds are needed for membership in inter-university league associations, a prerequisite for increased inter-university competition. Furthermore, funding decisions usually lie in the hands of individual university athletics directors. In the context of today's economic reality, should a team have little available competition, it is ripe for cutbacks. Funding reduction results in the team's reduced capacity to compete, justifying further cutbacks to the team itself and its unchallenged competitors. The vicious circle created by universities' lack of desire to fund women's teams might in the end, serve to eliminate women's teams altogether. The external reality of women's team funding must be taken into account when austerity measures are put into effect, and women's teams must cease to be the scapegoats of athletics departments.

Unequal distribution of funding is not limited to varsity sports, but extends into facilities, equipment, and intra-mural sports students enjoy.

what about faculty + staff?!

For example:

- a female student interviewed stated that to gain access to the weight training room, the men's washroom and shower room must be passed. The doors to these rooms are often open.
- the women's field hockey team does not have practice nets, and must borrow them from McGill.
- the director of the women's programme, who is not a woman, is one of several assistant directors of the Athletics Department, while the director of the men's programme is the associate director of the department.
- sports played by women are continually referred to as women's sports, while sports played by men are just that - sports played without reference to gender, which tends to imply that men's sports are the norm while women's sports are isolated incidences, the exceptional "other".

Financing, demand, availability of competition, sexual discrimination and inequities are elements of the Concordia female athlete's world that must be explored. Therefore, the committee makes the following recommendation.

RECOMMENDATION:

48. THAT in view of the suspicion of gender discrimination in the administration and funding of the female athletics programme at Concordia, that this programme be examined in isolation and in comparison to the administration and funding of the male athletics programme. This investigation should be initiated by the Associate Vice-Rector for the Status of Women and conducted by a committee of not more than seven people, the majority of whom must be female, including:

- two female students representing women students in athletics;
- only one representative from the Athletics Department administration;
- with the remaining representatives chosen from students, staff and faculty outside the Athletics Department.

FOOTNOTE:

1. Concordia University Students' Association. The Link. II, 44 (19 March, 1982). p.1. Table: Budget of the Department of Physical Education and Athletics 1981-82, as approved by the Concordia Council on Student Life. (excerpted)

PART-TIME AND MATURE STUDENTS

The majority of part-time students is female, and consideration of their needs is essential. The Concordia childcare centre, for example, is not open during the evening hours nor are part-time students permitted financial aid. (See section on childcare and financial aid). Generally, Concordia University has made courses, evening sections and non-regular service accessibility relatively easier, to accommodate the large part-time population. But part-time students are still concerned with accessibility to services after regular hours, the right to financial aid, course and schedule availability, services and courtesies that are automatically available to the full-time day student.

RECOMMENDATION:

49. THAT the status of women as part-time students and women as mature students be investigated, as a separate study, removed or segregated from the privileged full-time student. Assessment of needs, priorities, and level of satisfaction with Concordia's structures should be determined, and appropriate adjustments made to structures, programmes, and procedures.

GRADUATE STUDENTS

Due to discontinuity in graduate student representation and to lack of input in the final phase of our work, the committee is unable to address in detail issues of importance to women as graduate students. We can only outline here some of these issues and hope that members of the university, including graduate students themselves, will take initiative to institute investigations and promote changes in appropriate areas to improve the status of women in this sector. It should be noted that some matters dealt with in other sections of "Women as Students" are relevant for graduate as well as undergraduate students.

Admissions

It is the committee's understanding that, on the whole, those involved in Concordia's graduate admissions system are aware of the need to encourage the enrollment of women as graduate students. To further assist in the practical expression of this awareness, the committee recommends:

RECOMMENDATION:

50. THAT the Associate Vice-Rector for the Status of Women, in co-operation with the Dean of Graduate Studies, monitor graduate admissions procedures and recommend changes where necessary, considering such factors as:

1. ensuring that publicized criteria for entry into graduate programs be accurate and complete, and averring publicly that sex, age, marital status, or family obligations are not used as criteria in a manner detrimental to female applicants.
2. ensuring input by female faculty and female graduate students on admissions committees.
3. ensuring that in both the formal and subjective application of rules for admission to graduate programs, care be taken to further eliminate unfavourable consideration of women candidates for reasons related directly or indirectly to gender.

Recruitment

It is common experience in universities that the over-all proportion of female to male students is lower in graduate than in undergraduate studies. The committee is unable to quote corroborating figures for Concordia, since the requested data on graduate students here was not forthcoming. However, there is no reason to suspect that Concordia's experience is different from that of most universities.

Larger than the problem of encouraging the admission of women as graduate students is that of encouraging women to apply for such admission. Active steps must be taken to raise the expectations of women about their possible pursuit of graduate studies, with special consideration to the option of programs in non-traditional fields. Such efforts should be directed towards the undergraduate population and, through the Liaison Office and efforts of individual departments/programs, towards the CEGEP and high school populations. Public education within the university community is needed, to ensure that faculty advisors and those responsible for admissions procedures are aware of particular areas of concern faced by women considering graduate study, and to correct the tendency, greater among women, toward believing that only a superlative academic record is acceptable for graduate program entry. Faculty members are in a strategic situation to actively encourage female undergraduates to undertake second and third cycle degree programs.

RECOMMENDATION:

51. THAT the academic department chairs, in consultation with the Graduate Students' Association, the Dean of Graduate Studies, the Liaison Office, and the Associate Vice-Rector for the Status of Women, undertake and support programs to encourage women to include graduate studies in their educational plans. These programs should be monitored and reviewed annually by the Associate Vice-Rector for the Status of Women.

Financial Work Assistance

Graduate students receive financial work assistance in the form of teaching

and research assistantships, and of various part-time positions within Concordia such as lab assistants and markers. Funds for these are derived from internal university budgets and from external granting agency monies administered within the university. Because of the diverse categories and funding sources of these positions, the committee was unable, in the allotted time, to obtain an accurate picture, either in toto or by category, of the proportion of male and female graduate students receiving financial work assistance. The committee therefore recommends:

RECOMMENDATION:

52. THAT the Associate Vice Rector for the Status of Women, in consultation with the GSA, the University Research Office, and academic department chairs, conduct further study to assess the proportion of male and female graduate students who are receiving financial work assistance and recommend changes where improvement in the status of women is necessary.

Intellectual Climate

Concern has been expressed to the committee by female graduate students about the intellectual climate they experience as women. In interaction with some male faculty, cues are received which raise the question of whether the female student's ideas are judged, approved, rejected, not on the basis of their merit but on the basis of that male professor's approval or disapproval of the student as a woman. This is a distressing situation, and in its worst manifestations has the character of psychological sexual harassment. Such concern is by no means limited to Concordia. To cite one example, students at the University of Calgary reported subtle discrimination against women by faculty in the form of discouragement behaviors and noted, for instance, that while male students may be viewed as "well-motivated", the same behavior in females may be regarded as "threatening, hostile or unfeminine" (1).

There are many ameliorative steps which can be taken to change this situation, and many written resources are available documenting the phenomenon and suggesting strategies for dealing with it (2). This committee recommends:

RECOMMENDATION:

53. THAT the Associate Vice-Rector for the Status of Women, in consultation with the GSA, Learning Development Office, faculty and students:

- collect and make available resource material relevant to the problem of sexism and intellectual climate;
- encourage awareness and solutions by such methods as: information campaigns; awards for innovative ideas and exemplary behavior; and acting as a point of coalescence for the formation of groups of concerned students (and faculty) where strategies may be developed.

FOOTNOTES

1. University of Calgary. Presidential Advisory Committee on the Status of Women. Status of Women. Report. Part II: Students. Calgary, 1977. p.12.

2. Roberta M. Hall. The Classroom Climate: A Chilly One for Women? Washington: Project on the Status and Education of Women, Association of American Colleges, 1982.

WEAVING THE FABRIC FOR THE FUTURE

Report of the Concordia Committee
on the
Status of Women

PART IV

WOMEN AS FACULTY (FULL-TIME)

November 1982

WOMEN AS FACULTY (FULL-TIME)

Background

This section is not complete due to the lack of adequate faculty representation on the committee. Our mandate states that two representatives, recommended by CUFA and the Simone de Beauvoir Institute, were to be included. The faculty voice on the committee has been weakened by resignations, delays in replacement, and absence, all of which have contributed to a lack of continuity and effective input. The committee deeply regrets this situation. On the other hand, we have been assisted by individual faculty members outside the committee who have demonstrated their active interest by lending support and expertise.

Consequently, only some of the most obvious issues are raised here. There is no claim that they are treated in depth. Although some matters of general concern are raised in Part II of this report, it is clear that there are many other issues of particular concern to women as faculty, which are not dealt with here. The most that this section can accomplish therefore, is to raise questions and indicate the need for further study and action.

Statistics

Though it was not possible for the committee to thoroughly assess the status of women faculty at Concordia, we were able to obtain statistics on rank and gender. What follows here are comments on the distribution of genders in the faculty population and on factors in salary discrepancies. We base our discussion and recommendations on numerical counts for Concordia faculty and on various general statistics and studies of faculty at other Canadian universities.

In addition to the statistics provided by the Faculty Personnel Office at Concordia, reports by other organizations such as F.A.P.U.Q. (1), A.U.C.C. (2), and Statistics Canada (3) were examined. Although somewhat outdated, they

demonstrate the fact that female faculty earn less than their male counterparts for work of equal value. The committee has no reason to believe the situation has changed to any great degree since these studies were completed.

Distribution

In 1975-76, Concordia University had 410 full-time faculty members, only 63 or 15.4% of whom were women (Table 1) (4). In 1981-82, there were 125 female faculty members out of a total of 739, or 16.9%, an increase of only 1.5% in six years (Table 2). Table 2 "B" indicates that full-time female professors are a minority in every faculty, ranging from 0% in Engineering to a high of 27.8% in Fine Arts. Out of 46 departments women constitute a majority in only four: Applied Social Sciences, Art Education, Health Education and Dance, the latter two consisting of only one full-time person each (Table 3).

This data may prove disconcerting to many members of the Concordia community who had thought that women had progressed somewhat further and faster than the statistics show. Even more disturbing is the complete absence of full-time female faculty in thirteen departments. Such statistics may not be surprising in the Engineering faculty and the pure science departments, but they are inexplicable in such departments as Theological Studies and Political Science where there is not one woman among twenty-five full-time faculty in the two departments.

When one considers the percentage of female graduates in these areas over the past several years this situation is unacceptable. In 1978, 560 (29.8%) women graduated in Canada with a bachelor's or higher degree in Political Science, out of a total of 1877 degrees granted in that field (Table 4) (5). Of these 1877, 232 were at the Master's and Ph.D. level. It is reasonable to assume that some of these graduate degrees were awarded to women. Therefore it is possible to refute the argument that no qualified women are available in these fields. The importance of providing role models, especially in fields

such as political science, cannot be understated. This is why female students must be encouraged, not only to enter non-traditional fields, but to pursue graduate studies in these fields. In order to redress the imbalance of gender in faculty, the committee recommends the following:

RECOMMENDATIONS:

54. a) THAT all departments in which serious imbalances exist be directed to recruit qualified women to apply for available positions and to hire women over similarly qualified men until a proportional representation of women in that department is achieved. The definition of "proportional representation" should be decided by those concerned in consultation with the Associate-Vice Rector for the Status of Women.

b) THAT in departments where there is a total absence of full-time female faculty, the university issue a directive that the next open position be filled by a woman, and that it be held open until so filled.

c) THAT, in cases of non-renewal caused by budgetary cutbacks or other factors, departments be directed to retain qualified women over similarly qualified men in order to maintain or attain a proportional representation of full-time female faculty members in that department. This policy would be reviewed every three years in order to assess its impact.

d) THAT departmental hiring committees include at least one woman. In departments where there are no women, a female faculty member from a related field should be recruited to sit on the committee.

55. THAT gender ratios of faculty applicants, hirings, and firings (non-renewal of contract) be recorded within departments and sent annually to the Associate Vice-Rector for the Status of Women, who shall monitor and compare these ratios on departmental and university levels, for the purposes of informing the Concordia community and recommending means of improvement where indicated.

56. THAT the Associate Vice-Rector for the Status of Women undertake longitudinal comparison studies of gender ratios in faculty matters such as:

- the awarding of tenure;
- rates of promotion;
- trends in departmental populations of faculty, alone and in comparison to student populations in departmental courses and graduate programs;
- faculty, undergraduate and graduate student populations at Concordia since merger, to determine, for instance, whether there is a trend towards increased female representation in hitherto male-dominated fields at the undergraduate level, and whether this is translated into

> increased female representation at the graduate level and then among faculty.

Results of such studies at Concordia should be compared to statistics within the university system, provincially and nationally, and appropriate recommendations toward improvement at Concordia should be made where indicated.

Salary

In 1975-76, women faculty at Concordia earned on average $3,071 less than male faculty members (Table 1). A 1979 study of full-time faculty in Canada reveals the annual median salaries of full-time women faculty in the years 1977-78 and 1978-79 were 18.5% lower than those of male professors (Tables 5 and 6) (6). This wage gap is narrower in the traditionally female-dominated disciplines, such as Education and the Humanities, and is somewhat wider at the rank of full professor than at any other rank. There is almost no change in the average wage differentials for the two years with women earning 18.4% less than men in 1977-78 and 18.5% less in 1978-79 (Tables 5 and 6). A 1978 multiple regression study at Concordia revealed sex discrimination in faculty salaries in several academic sectors (7).

In her 1978 study, Monica Boyd of Carleton University reported:

> "All these survey reports reveal salary discrepancies with male academicians earning more than women in university positions, and all point to male-female differences in rank, highest degree awarded and years since award of degree as factors which partly - but do not fully - account for the observed salary discrepancies". (8)

Of all the variables contributing to the gap between male and female salaries, rank is the most significant, accounting for 69% of the total differential. Men are concentrated at the senior levels while women are concentrated at the lower levels. This was true in 1969 (9), in 1975 (10), and still is in Concordia, 1982 (Table 7). The second most significant variable is highest degree earned. Other factors such as field of interest, age and recency of degree

account for an "almost trivial portion of male/female salary gap". (11) In order to assess and rectify the extent of salary differential between male and female faculty members, the committee recommends:

RECOMMENDATION:

57. THAT, in the matter of faculty salaries, a matched pair study and monitoring on an on-going basis be undertaken under the supervision of the Associate Vice-Rector for the Status of Women, to identify and rectify any differentials in salary arising from discrimination on the basis of gender.

Rank

Although women comprise 16.9% of total faculty overall, this percentage decreases dramatically as one progresses from the lowest ranks of sessional lecturer (35%) and lecturer (32.1%) to the highest rank of full professor (11.5%) at Concordia. (Table 7 "B").

One can also see from Table 7 "A" that a higher proportion of total female faculty occupy the lower ranks of sessional lecturer and lecturer in comparison with male faculty: 12.8% of all the women compared with only 5.2% of all the men. Only 11.2% of the total female faculty are full professors compared with 17.6% of the male. It is discouraging to note also, that of the 16 visiting professors last year, only one was a woman.

Participation on Committees

It is also extremely important for women to participate more effectively in the decision-making bodies of the university - for the perspective they can have on policies; and for the experience they can gain as preparation for advancement to more senior positions in administration.

The need for increased female participation on many university committees is hindered by the fact that there are so few women available to assume

such duties. Several of the women interviewed felt they were overburdened by committee work and one even expressed the view that she was a victim of tokenism. Concern was also expressed that too much committee work hindered chances for promotion since valuable time was spent away from research and publication obligations.

Since the Concordia Faculty Manual (12) already allows for the consideration of community service in the evaluation of full-time faculty members, the committee suggests that this criterion be given an expanded emphasis when promotion is considered.

Until such time that there are more women on faculty to whom such participation can be distributed more evenly, the committee recommends:

RECOMMENDATION:

58. THAT in view of the evident need for more representation by women on the major decision-making bodies of the university, that at least one women faculty member be appointed to both university-wide and departmental-level committees such as those dealing with appeals, tenure, promotion, and merit.

59. THAT faculty members' participation on committees be recognized as valid community service when considering promotion; and that course remission(s) be made available for such participation, in order to avoid an excessive work-load.

Conclusion

The inequities in distribution and salary are evident; the reasons for them are not. From a careful examination of all these statistics, one may deduce that discrimination on the basis of sex does exist at Concordia.

> "But even so, sex differentials in salary exist which cannot always be explained by sex differences in rank, age, highest degree earned, years in rank and a variety of other factors known to influence pay scales. In some instances the persistence of these salary differentials can be attributed to sex discrimination, in which women are systematically paid less than men". (13)

It may not be overt, but it is there, affecting the whole system and known as "systemic discrimination". There are few women full-time faculty because there are few post-graduate students in certain fields; there are few women administrators because there are few full-time female faculty members, and on and on. For example, the tenure system highlights the disadvantage of women faculty because, for instance, their ratio of research to years since last degree is smaller than men's, on average. This is mainly due to the fact that women are often recent entrants into career paths, many having postponed their study or career development because of family responsibilities. Systemic discrimination also results from factors the university cannot control: such as the cultural, social and historical conditioning that led women to choose the traditional, nurturing roles of teacher, nurse and social worker, and led men into mathematics, sciences and engineering. Also, proportionally fewer women than men continue their studies to the master's level, and fewer still to the doctoral level. But even when all these exterior factors are given due consideration, the university can and should play an important role in the reversal of this trend: it must do everything possible to encourage and recruit women for promotion to senior positions. The committee recommends:

RECOMMENDATION:

60. THAT all departments review the status of their female academic staff at the lower ranks, in order to identify and encourage those who are qualified for promotions and merit increases. These reviews should be made available to the associate Vice-Rector for the Status of Women for monitoring purposes, to ensure consistency on a university-wide basis.

FOOTNOTES:

1. Morton Stelcner and T. Wills for F.A.P.U.Q. (La Fédération des Associations de professeurs des universités du Québec). Recueil de statistiques salariales sur les professeurs d'université du Québec pour l'année 1975-76. Sherbrooke, fev. 1979.
and, F.A.P.U.Q. Comité sur la condition des professeurs d'univer d'université. Statistiques de professeurs et professeures à l'emploi des différents départements universitaires du Québec. Sherbrooke, mars 1981.

2. Monica Boyd for A.U.C.C. (Association of Universities and Colleges of Canada). Rank and Salary Differential in the 1970's: A Comparison of Male and Female Full Time Teachers in Canadian Universities and Colleges. Ottawa, June 1978.

3. Labour Canada. Women's Bureau. 1978-79 Women in the Labour Force, Part II, Earnings of Women and Men. Ottawa: Minister of Supply and Services Canada, 1981. Contains statistics supplied by Statistics Canada.

4. Morton Stelcner and T. Wills, op. cit., p. 55.

5. Canada. Statistics Canada. Education, Science and Culture Division. Projections Section. Job Market Reality for Post-secondary Graduates. Employment Outcome by 1978, Two Years after Graduation. By W. Clark and Z. Zsigmond. Ottawa: Minister of Supply and Services Canada, 1981. p. 218.

6. Labour Canada. Women's Bureau, op. cit., pp. 68 and 69.

7. Morton Stelcner, Concordia University, Montréal, Dept. of Economics. Working Papers. Male-Female Faculty Salary Differentials: A case-study: Concordia University. 1979

8. Monica Boyd, op. cit., p. 23

9. Ibid., p. 23.

10. Ibid., p. 49.

11. Ibid., p. 51.

12. Concordia University, Montréal. Office of the Vice Rectors, Academic. The Faculty Manual. Sept. 1979. pp. 4-19.

13. Monica Boyd, op. cit., p. 80.

TABLE 1

TABLEAU 18.4*:
CLASSE DE TRAITEMENT PAR SEXE POUR CUFA

SEXE	CLASSE DE TRAITEMENT: MOINS DE $15000	$15000 - $19999	$20000 - $24999	$25000 - $29999	$30000 - $34999	$35000 - $39999	$40000 ET PLUS	ENSEMBLE: TOTAL	%	TRAITEMENT MOYEN	AGE MOYE
1 HOMME	5	96	136	84	21	3	2	347	84.6	22 932	41.6
	1.4	27.7	39.2	24.2	6.1	.9	.6				
2 FEMME	5	32	18	5	3	0	0	63	15.4	19 861	40.7
	7.9	50.8	28.6	7.9	4.8	0	0				
TOTAL	10	128	154	89	24	3	2	410			
%	2.4	31.2	37.6	21.7	5.9	.7	.5	100.0			
TRAITEMENT MOYEN	14 015	17 713	22 186	27 174	32 097	37 529	41 492			22 460	
AGE MOYEN	33.9	36.0	40.8	47.4	53.2	56.0	49.2				41.4

* M. Stelcner & T. Wills for FAPUQ (La Fédération des Associations de professeurs des universités du Québec). Recueil de statistiques salariales sur les professeurs d'université du Québec pour l'année 1975-76. Sherbrooke, fev. 1979. p. 55.

TABLE 2

Full-Time Faculty 1981-82 *

A - Distribution of Genders Among Faculties/Divisions
B - Ratios of Women Within Faculties/Divisions

Faculty/Division	A						B	
	Females		Males		Total		F/Tot.	% F
	#	%	#	%	#	%		
(Arts & Sci. Total)	(96	76.8)	(360	58.6)	(456	61.3)	(96/456	21.1)
Division I	41	32.8	123	20.0	164	22.2	41/164	25.0
Division II	36	28.8	132	21.5	168	22.7	36/168	21.4
Division III	17	13.6	101	16.4	118	16.0	17/118	14.4
Division IV	2	1.6	4	0.7	6	0.8	2/6	33.3
Commerce & Admin.	5	4.0	91	14.8	96	13.0	5/96	5.2
Engineering	-	-	86	14.0	86	11.6	0/86	-
Fine Arts	22	17.6	57	9.3	79	10.7	22/79	27.8
Academic General	2	1.6	20	3.3	22	3.0	2/22	9.1
Total	125	100.0	614	100.0	739	100.0	125/739	16.9

SECTION A: Each of the three % columns adds vertically to 100%. This shows how each of the three groups (all females, all males, and all faculty) is distributed among the faculties/divisions.

SECTION B: Fractions in the first column are expressed as % in the second. This shows hwat proportion of each faculty/division is females. Subtracting each % from 100 would show what proportion of each rank is males.

* Data supplied by Concordia University, Faculty Personnel Office, 1982. Numbers are found also in Table 3.

TABLE 3 p.1

FACULTY: FULL-TIME & PART-TIME, 1981-82 & 1980-81
Ratios of Women Within Departments*

Department	1981-82 Full-Time Women / Total	1981-82 Full-Time % Women	1981-82 Part-Time Women / Total	1981-82 Part-Time % Women	1980-81 Full-Time Women / Total	1980-81 Full-Time % Women	1980-81 Part-Time Women / Total	1980-81 Part-Time % Women
Classics	2/6	33.3	0/1	-	2/6	33.3	0/1	-
Comm. Stds.	2/17	11.8	0/8	-	2/15	13.3	0/5	-
English	11/36	30.6	37/65	56.9	11/38	28.9	36/56	64.3
French	8/25	32.0	51/77	68.2	7/23	30.4	35/60	58.3
History	4/26	15.4	2/4	50.0	4/29	13.8	2/4	50.0
Mod. Lang.	5/13	38.5	15/22	68.9	4/12	33.3	18/29	62.1
Philosophy	3/17	17.6	-	-	3/18	16.7	-	-
T.E.S.L.	6/14	42.9	13/18	72.2	5/13	38.5	12/16	75.0
Theol. Stds.	0/7	-	1/2	50.0	0/7	-	0/3	-
Journalism	0/3	-	0/9	-	0/2	-	0/4	-
Library Stds.	-	-	12/17	70.6	-	-	9/10	90.0
Appl. Soc. Sci.	5/9	55.6	12/15	80.0	5/9	53.6	9/12	75.0
Economics	3/31	9.7	1/17	5.8	2/29	6.9	3/15	20.0
Education	11/24	45.8	18/39	46.2	10/22	45.5	9/17	52.9
Geography	2/10	20.0	2/5	40.0	2/11	18.2	1/1	100.0
Political Sci.	0/18	-	5/12	41.7	0/17	-	1/9	11.1
Psychology	10/38	26.3	13/25	52.0	10/36	27.8	6/16	37.5
Religion	1/11	9.1	0/6	-	1/11	9.1	1/4	25.0
Soc. & Anth.	4/27	14.8	5/17	29.4	5/29	17.2	2/7	28.6

continued...

* Data supplied by Concordia University, Faculty Personnel Office, 1982. This data includes all members on leave, as well as their Full-time Temporary, or Part-time, replacements, for a roughly-estimated 2% rate of duplication (2 individuals counted for 1 position).

TABLE 3 p.2

Department	1981-82 Full-Time Women / Total	1981-82 Full-Time % Women	1981-82 Part-Time Women / Total	1981-82 Part-Time % Women	1980-81 Full-Time Women / Total	1980-81 Full-Time % Women	1980-81 Part-Time Women / Total	1980-81 Part-Time % Women
Biology	8/24	33.3	6/14	42.9	6/23	26.1	10/13	77.0
Bio-Phys. Ed.	1/9	11.1	1/12	8.3	1/10	10.0	0/5	-
Chemistry	3/23	13.0	0/2	-	2/26	7.7	0/4	-
Geology	0/7	-	0/3	-	0/7	-	-	-
Health Ed..	1/1	100.0	10/19	52.6	3/3	100.0	13/20	65.0
Mathematics	4/41	9.8	10/51	19.6	4/42	9.5	11/41	26.8
Physics	0/13	-	5/9	55.6	0/15	-	1/2	50.0
Interdisc. Stds.	2/6	33.3	-	-	0/3	-	4/7	57.1
Other	-	-	-	-	-	-	1/4	25.0
Accountancy	1/19	5.3	8/49	16.3	1/21	4.8	3/33	9.1
Finance	0/14	-	1/16	6.3	0/14	-	5/22	22.7
Management	3/26	11.5	5/42	11.9	2/22	9.1	2/30	6.7
Marketing	1/15	6.7	7/29	24.1	3/17	17.6	4/20	20.0
Quant. Methods	0/22	-	1/17	5.9	0/19	-	1/20	4.0
Civil Eng.	0/13	-	0/2	-	0/13	-	0/4	-
Centre Bldg. Stds.	0/15	-	0/4	-	0/16	-	0/1	-
Electr. Eng.	0/18	-	0/11	-	0/21	-	0/17	-
Mech. Eng.	0/18	-	1/12	8.3	0/20	-	0/14	-
Comp. Sci.	0/22	-	6/31	19.4	0/20	-	4/14	28.6
Soc. Aspects Eng.	-	-	2/16	12.5	-	-	1/5	20.0
General	-	-	-	-	-	-	1/3	33.3

continued...

TABLE 3 p.3

Department	1981-82 Full-Time Women / Total	1981-82 Full-Time % Women	1981-82 Part-Time Women / Total	1981-82 Part-Time % Women	1980-81 Full-Time Women / Total	1980-81 Full-Time % Women	1980-81 Part-Time Women / Total	1980-81 Part-Time % Women
Art History	4/10	40.0	1/3	33.3	4/11	36.4	3/6	50.0
Art Education	6/9	66.7	1/1	100.0	3/6	50.0	4/7	57.1
Cinema	3/10	30.0	1/11	9.1	3/7	42.9	4/12	33.3
Music	1/10	10.0	1/1	100.0	1/11	9.1	20/45	44.4
Theatre Arts	3/11	27.3	3/4	75.0	3/11	27.3	4/5	80.0
Dance	1/1	100.0	0/1	-	1/1	100.0	1/1	100.0
Design	1/7	14.3	0/2	-				
Paint. & Draw.	0/10	-	1/4	25.0				
Sculpt. & Crafts	1/6	16.7	1/1	100.0				
Printmaking	2/5	40.0	1/1	100.0				
Studio I & II					5/30	16.7	17/46	37.0
Grad. Studies					1/2	50.0	0/4	-
Academic General	2/22	9.1	-	-	1/9	11.1	-	-
TOTALS:								
(Arts & Sci. tot)	(96/456	21.1)	(219/469	46.7)	(89/456	19.5)	(184/365	50.4)
Division I	41/164	25.0	131/223	58.7	38/163	23.3	112/188	59.6
Division II	36/168	21.4	56/136	41.2	35/164	21.3	32/81	39.5
Division III	17/118	14.4	32/110	29.1	16/126	12.7	35/85	41.2
Division IV	2/6	33.3	-	-	0/3 33	-	5/11	45.5
Comm. & Admin.	5/96	5.2	22/153	14.4	6/93	6.5	15/125	12.0
Engineering	0/86	-	9/76	11.8	0/90	-	6/58	10.3
Fine Arts	22/79	27.8	10/29	34.5	21/79	26.6	53/126	42.1
Academic General	2/22	9.1	-	-	1/9	11.1	-	-
TOTAL	125/739	16.9	260/727	35.8	117/727	16.1	258/674	38.3

TABLE 4

UNIVERSITY GRADUATES - FIELD OF STUDY - POLITICAL SCIENCE

	Unit	1974	1975	1976	1977	1978
1) Total Degrees Granted, 1974-1978:						
9 Provinces	No.	1,646	1,507	1,562	1,613	1,580
Québec	No.	342	365	364	562	597
Canada	No.	1,988	1,872	1,926	2,175	2,177

CAREER DEVELOPMENT OF 1976 GRADUATES OF POLITICAL SCIENCE

Employment Picture After Graduation (1)	Unit	Type of Degree		Total Degrees	Total by Sex	
		Bachelor's	Master's or PHD		Male	Female
II) Total in 1978 Survey	No.	1,645	232	1,877	1,309	560
⋮						
VIII) Employed Full-time, June 1978						
⋮						
9) Planning Postsecondary Enrollment in Next 2 Years						
A) For Career Prospects	%	56.8	26.1	52.8	53.7	51.0
B) For Other Reasons	%	9.4 Q	--	9.2	7.0 Q	14.7 Q
Total	%	66.1	34.4	62.1	60.8	65.7

Excerpted from: Canada. Statistics Canada. Education, Science and Culture Division. Projections Section. Job Market Reality for Postsecondary Graduates. Employment Outcome by 1978, Two Years after Graduation. By W. Clark and Z. Zsigmond. Ottawa: Minister of Supply and Services Canada, 1981. p. 218, Table 62.

TABLE 15A - TABLEAU 15A

TABLE 5

Median annual salaries[1] of university teachers, by rank, field and sex, Canada, 1977/1978

Médiane des traitements annuels[1] des professeurs au niveau universitaire selon l'échelon, le domaine et le sexe, Canada, 1977/1978

Field – Domaine		Full Professor – Professeur titulaire	Associate Professor – Professeur agrégé	Assistant Professor – Professeur adjoint	Rank next below Assistant Professor – Échelon inférieur à celui de professeur adjoint	Other – Autres	Total
Education - Éducation:							
Women - Femmes	($)	34 850	27 800	22 025	17 850	21 350	23 850
Men - Hommes	($)	36 275	28 700	23 200	19 275	30 200	27 850
Women/Men[2] - Femmes/Hommes[2]	(%)	96.1	96.9	94.9	92.6	70.7	85.6
Fine and Applied Arts - Beaux arts et arts appliqués:							
Women - Femmes	($)	32 625	26 975	20 300	16 600	19 350	21 950
Men - Hommes	($)	34 150	25 850	20 400	16 300	22 700	24 150
Women/Men[2] - Femmes/Hommes[2]	(%)	95.5	104.4	99.5	101.8	85.2	90.9
Humanities - Humanités:							
Women - Femmes	($)	34 200	26 075	20 925	17 300	17 750	22 800
Men - Hommes	($)	35 350	26 700	21 475	17 150	23 650	26 550
Women/Men[2] - Femmes/Hommes[2]	(%)	96.7	97.7	97.4	100.9	75.1	85.9
Social Sciences - Sciences sociales:							
Women - Femmes	($)	34 500	26 900	21 350	17 400	20 750	22 750
Men - Hommes	($)	36 500	27 550	21 900	17 900	24 600	26 750
Women/Men[2] - Femmes/Hommes[2]	(%)	94.5	97.6	97.5	97.2	84.3	85.0
Agriculture and Biological Sciences - Sciences agricoles et biologiques:							
Women - Femmes	($)	34 000	27 700	20 900	16 100	15 675	24 025
Men - Hommes	($)	36 350	27 675	21 600	17 600	17 650	28 700
Women/Men[2] - Femmes/Hommes[2]	(%)	93.5	100.1	96.8	91.5	88.8	83.7
Engineering and Applied Sciences - Génie et sciences appliqués:							
Women - Femmes	($)	*	*	*	*	*	25 850
Men - Hommes	($)	36 000	28 350	22 500	18 700	30 000	30 050
Women/Men[2] - Femmes/Hommes[2]	(%)	*	*	*	*	*	86.0
Health Professions and Occupations - Professions et occupations de la santé:							
Women - Femmes	($)	36 275	27 100	21 800	17 200	20 525	22 200
Men - Hommes	($)	40 800	31 225	25 550	18 725	23 250	31 950
Women/Men[2] - Femmes/Hommes[2]	(%)	88.9	86.8	85.3	94.1	88.3	68.9
Mathematics and Physical Sciences - Mathématiques et sciences physiques:							
Women - Femmes	($)	*	26 700	21 900	16 975	17 800	22 925
Men - Hommes	($)	36 050	27 600	21 550	19 000	27 200	28 725
Women/Men[2] - Femmes/Hommes[2]	(%)	*	96.7	101.6	89.3	65.4	79.8
Other - Autres:							
Women - Femmes	($)	*	*	*	*	19 000	20 350
Men - Hommes	($)	40 975	29 300	22 200	17 175	21 000	26 000
Women/Men[2] - Femmes/Hommes[2]	(%)	*	*	*	*	90.5	78.3
All Fields - Total des domaines:							
Women - Femmes	($)	34 475	26 800	21 400	17 200	19 200	22 850
Men - Hommes	($)	36 650	27 750	22 150	18 000	25 000	28 000
Women/Men[2] - Femmes/Hommes[2]	(%)	94.1	96.6	96.6	95.6	76.8	81.6

*The Median salary was not calculated if the number of persons in any distribution was less than 10.
Le traitement médian n'a pas été calculé lorsqu'un groupe comprenait moins de 10 personnes.
[1]See technical note 17, page 74. /Voir note technique n° 17, page 74.
[2]See technical note 4, page 71. /Voir note technique n° 4, page 71.

Source: Statistics Canada, Education, Science and Culture Division, Post-Secondary Education Section, Teachers in Universities, 1977-78, Ottawa, December 1979, Cat. No. 81-241.

Statistique Canada, Division de l'éducation, des sciences et de la culture, Section de l'enseignement post-secondaire, Enseignants dans les universités 1977-1978, Ottawa, décembre 1979, n° de catalogue 81-241.

TABLE 15B - TABLEAU 15B

TABLE 6

Median annual salaries[1] of university teachers, by rank, field and sex, Canada, 1978/1979

Médiane des traitements annuels[1] des professeurs au niveau universitaire selon l'échelon, le domaine et le sexe, Canada, 1978/1979

Field - Domaine		Full Professor - Professeur titulaire	Associate Professor - Professeur agrégé	Assistant Professor - Professeur adjoint	Rank next below Assistant Professor - Échelon inférieur à celui de professeur adjoint	Other - Autres	Total
Education - Éducation:							
Women - Femmes	($)	37 550	29 750	23 700	19 650	20 200	25 600
Men - Hommes	($)	38 700	30 750	25 200	21 625	25 500	30 200
Women/Men[2] - Femmes/Hommes[2]	(%)	97.0	96.7	94.0	90.9	79.2	84.8
Fine and Applied Arts - Beaux arts et arts appliqués:							
Women - Femmes	($)	36 025	28 225	21 650	16 775	20 800	22 975
Men - Hommes	($)	35 950	27 000	21 600	17 325	22 500	25 500
Women/Men[2] - Femmes/Hommes[2]	(%)	91.1	104.5	100.2	96.8	92.4	90.1
Humanities - Humanités:							
Women - Femmes	($)	36 150	27 650	22 200	18 575	18 900	24 550
Men - Hommes	($)	38 050	28 550	22 550	18 050	22 400	28 650
Women/Men[2] - Femmes/Hommes[2]	(%)	95.0	96.8	98.4	102.9	84.4	85.7
Social Sciences - Sciences sociales:							
Women - Femmes	($)	36 525	28 550	22 500	18 000	21 325	24 800
Men - Hommes	($)	39 450	29 475	23 300	18 600	25 800	29 000
Women/Men[2] - Femmes/Hommes[2]	(%)	92.6	96.9	96.6	96.8	82.7	85.5
Agriculture and Biological Sciences - Sciences agricoles et biologiques:							
Women - Femmes	($)	37 500	29 700	21 900	17 575	17 350	26 250
Men - Hommes	($)	39 275	29 725	22 900	17 775	20 250	31 150
Women/Men[2] - Femmes/Hommes[2]	(%)	95.5	99.9	95.6	98.9	85.7	84.3
Engineering and Applied Sciences - Génie et sciences appliqués:							
Women - Femmes	($)	*	*	*	*	*	23 400
Men - Hommes	($)	38 850	30 600	23 950	21 100	31 450	32 700
Women/Men[2] - Femmes/Hommes[2]	(%)	*	*	*	*	*	71.6
Health Professions and Occupations - Professions et occupations de la santé:							
Women - Femmes	($)	38 225	29 100	23 200	18 500	21 050	24 500
Men - Hommes	($)	43 850	33 300	27 000	20 925	26 200	34 625
Women/Men[2] - Femmes/Hommes[2]	(%)	89.2	87.4	85.9	88.4	80.3	70.8
Mathematics and Physical Sciences - Mathématiques et sciences physiques:							
Women - Femmes	($)	34 550	28 000	22 400	18 200	18 000	23 475
Men - Hommes	($)	38 500	29 400	22 725	19 600	30 250	31 050
Women/Men[2] - Femmes/Hommes[2]	(%)	89.7	95.2	98.6	92.9	59.5	75.6
Other - Autres:							
Women - Femmes	($)	*	*	23 025	*	21 325	21 975
Men - Hommes	($)	43 800	30 050	23 050	*	24 000	28 725
Women/Men[2] - Femmes/Hommes[2]	(%)	*	*	99.9	*	88.9	76.5
All Fields - Total des domaines:							
Women - Femmes	($)	37 000	28 550	22 700	18 725	20 100	24 650
Men - Hommes	($)	39 250	29 700	23 500	18 475	25 900	30 250
Women/Men[2] - Femmes/Hommes[2]	(%)	94.3	96.1	96.6	101.4	77.6	81.5

*The Median salary was not calculated if the number of persons in any distribution was less than 10.
Le traitement médian n'a pas été calculé lorsqu'un groupe comprenait moins de 10 personnes.

[1] See technical note 17, page 74. /Voir note technique nº 17, page 74.

[2] See technical note 4, page 71. /Voir note technique nº 4, page 71.

Source: Statistics Canada, Education, Science and Culture Division, Post-Secondary Education Section, Teachers in Universities, 1978-79, Ottawa, Cat. No. 81-241.

Statistique Canada, Division de l'éducation, des sciences et de la culture, Section de l'enseignement post-secondaire, Enseignants dans les universités 1978-1979, Ottawa, nº de catalogue 81-241.

TABLE 7

FULL-TIME FACULTY 1981-82*

A - Distribution of Genders Among Ranks
B - Ratios of Women Within Ranks

Rank	A						B	
	Females		Males		Total		F/Tot.	% F
	#	%	#	%	#	%		
Sessional Lecturer	7	5.6	13	2.1	20	2.7	7/20	35.0
Lecturer	9	7.2	19	3.1	28	3.8	9/28	32.1
Assistant Professor	41	32.8	125	20.4	166	22.4	41/166	24.7
Associate Professor	53	42.4	334	54.4	387	52.4	53/387	13.7
Professor	14	11.2	108	17.6	122	16.5	14/122	11.5
Visiting Professor	1	0.8	15	2.4	16	2.2	1/16	6.3
Total	125	100.0	614	100.0	739	100.0	125/739	16.9

Section A: Each of the three % columns adds vertically to 100%. This shows how each of three groups (all females, all males, and all faculty) are distributed among the ranks.

Section B: Fractions in the first column are expressed as % in the second. This shows what proportion of each rank is females. Subtracting each % from 100 would show what proportion of each rank is males.

* Data supplied by Concordia University, Faculty Personnel Office, 1982.

WEAVING THE FABRIC FOR THE FUTURE

Report of the Concordia Committee
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PART V

WOMEN AS STAFF (FULL-TIME)

November 1982

WOMEN AS STAFF (FULL-TIME)

The status of the female staff sector of Concordia University is similar to those in other Quebec and Canadian universities, (AUCC 1977, FAPUQ 1978). In particular issues are outlined as follows: the presence and proportion of women staff on both university policy-making bodies and in senior managerial/administrative positions; the salaries, classification and promotion of women staff in the university; and the development of managerial and leadership skills of women. These areas will be discussed in this report under the following topics:

- Career Paths
- Candidate Selection for Management Positions
- Salary and Job Classification Procedures

Career Paths

The need for a more career-oriented approach is particularly obvious in the female-dominated clerical and secretarial services where opportunities for advancement are most lacking. Career counselling and/or programmes facilitating moves into administrative positions should be available. In addition, actively encouraged lateral transfers would offer opportunities for staff to enlarge their experience at the university.

Data on salaries by sex were unavailable. Nevertheless, a brief survey of salary scales in effect 1 June 1981 for classified positions (Salary Guidelines Effective 1 June 1981, Department of Human Resources, Revised 13 April 1982) raises a much asked question among female staff as to why the maximum salary range for a Technical 2 position exceeds the maximum salary limit for the most senior Secretarial/Office 6 positions.

A comparison of required minimum related experience/education does not justify this difference and in fact the latter positions appear to require greater

minimum background. Table D demonstrates that females constitute 25 out of 96 technical positions above the 2 level, and 25 out of 102 total technical positions, while there are only 11 secretarial/office level 6 positions available, 9 of which are female, out of a 482 total secretarial and office positions, 471 of these being below the level 6 classification.

While constituting the more traditional groups of

	Female		Male
- office and secretarial	88.4%	vs	11.6%
- library	73.1%	vs	26.9%

tables A to C indicate as well that even though women constitute the majority of total staff 55.4% vs 44.6%, they are proportionally under-represented at levels of

	Female		Male
- administrative and professional level	41.4%	vs	58.6%
- others and unspecified	11.3	vs	88.7
- technical	24.5	vs	75.5

It is of particular significance that these latter groupings, i.e. where females are underrepresented, constitute 51.4% of all available staff positions. Such data suggests sexual bias of salary treatment, especially when it is seen that technical and unclassified*positions tend to be male dominated. Sexual bias has developed due to the remunerative evaluation made on the nature rather than the value of the work performed. The current classification system permits comparison only among positions that are almost identical. Value, instead of nature, of work should be stressed when determining salary ranges of positions, for certain female dominated areas are undervalued in relation to male dominated areas requiring similar skills and experience. Further, it is important to ensure that budget constraints at a departmental level do not become the raison d'être of salaries and/or classification levels; rather, actual job requirements should be the prime factor in initially establishing such levels.

* "unclassified"here means "others and unspecified" plus "administrative and professional" categories.

The following tables are illustrations of the above: these data represent Concordia full-time and permanent part-time Staff (the latter are included in "Unspecified"). Data for tables A through D were furnished by the Department of Human Resources; salary data in Table E is from Salary Guidelines 1 June 1981, Department of Human Resources, revised 13 April 1982.

STAFF: RATIOS OF WOMEN WITHIN CLASSIFICATION GROUPS, 1981 & 1982 TABLE A

CLASSIFICATION	1981 WOMEN/TOTAL	% WOMEN	1982 WOMEN/TOTAL	% WOMEN
Admin & Prof.	131/311	42.1	126/304	41.4
Office	165/223	74.0	171/224	76.3
Secretarial	258/263	98.1	255/258	98.8
Technical	22/97	22.7	25/102	24.5
Other	9/212	4.2	13/202	6.4
Library	98/135	72.6	98/134	73.1
Unspecified	30/60	50.0	15/45	33.3
Total	713/1301	54.8	703/1269	55.4

Staff - 1981 TABLE B
Distribution of Gender Among Classification Groups

Classification	Women #	Women %	Men #	Men %	Total #	Total %
Admin. & Prof.	131	18.4	180	30.6	311	23.9
Office	165	23.1	58	9.9	223	17.1
Secretarial	258	36.2	5	0.8	263	20.2
Technical	22	3.1	75	12.8	97	7.5
Other	9	1.3	203	34.5	212	16.3
Library	98	13.7	37	6.3	135	10.4
Unspecified	30	4.2	30	5.1	60	4.6
Total	713	100.0	588	100.0	1301	100.0

Staff - 1982 TABLE C

Distribution of Gender Among Classification Groups

Classification	Women		Men		Total	
	#	%	#	%	#	%
Admin. & Prof.	126	17.9	178	31.4	304	24.0
Office	171	24.3	53	9.4	224	17.7
Secretarial	255	36.3	3	0.5	258	20.3
Technical	25	3.6	77	13.6	102	15.9
Others	13	1.9	189	33.4	202	15.9
Library	98	13.9	36	6.4	134	10.6
Unspecified	15	2.1	30	5.3	45	3.5
Total	703	100.0	566	100.0	1269	100.0

Staff - 1982 TABLE D

Gender Distribution in Three Classification Groups by Level

Level	Secretarial			Office			Technical		
	F	M	Tot.	F	M	Tot.	F	M	Tot.
1	1	1	2	8	9	17	-	6	6
2	24	1	25	39	6	45	4	8	12
3	82	1	83	57	14	71	21	52	73
4	126	-	126	35	14	49	-	4	4
5	19	-	19	26	8	34	-	7	7
6	3	-	3	6	2	8			
Total	255	3	258	171	53	224	25	77	102

TABLE E

Staff - 1982

Comparison of Salary Levels over Selected Minima and Maxima for Classification Groups

Classification	Groups over $16,400 min.	Groups over $22,000 max.	%Females in Classification	# Female Incumbents
S: Secretarial	S-6 only	none	98.8	S-6; 3
O: Office	O-6 only	none	76.3	O-6; 6
T: Technical	T-3 - T-5 incl.	T-2 - T-5 incl.	24.5	T-3-5: 21 T-2-5: 25

This committee recommends:

RECOMMENDATION:

61. THAT in order to assist employees who wish to develop a career at Concordia, opportunities for career development be established, explained to the university community, and administered. In particular, it is suggested:

- lateral transfers be accepted as an individual's prerogative;
- career paths be developed containing brief job descriptions, salary levels, experience and education requested and that these paths indicate what options must be selected in order to progress from one job to another;
- literature illustrating career paths be developed and made available, through Human Resources, to each staff person;
- career counselling service be provided.

In formulating the above recommendations, it is believed that in any given year it is likely only a small number of women staff will take advantage of such opportunities. However, for those who do seek a career change, such a programme provides recognition to the employee that their services and future contributions are of value to the university. More important, there will be general awareness that the university has provided career options, whether exercised or not, and knowledge of this fact will raise morale among all staff, especially female staff.

Candidate Selection for Management Positions

Although available data lends itself to subjective interpretation, it is fair to say that currently and in the past the number of female non-academic staff holding senior positions has been small, and that corrective measures are called for. At the same time, it is not being suggested that the interest of women would be served by instituting a policy whereby quotas are set and only women are hired until an equitable distribution of sexes is achieved. Rather,

what is being suggested is an interim preferential hiring policy in order to establish an equitable status quo.

Nevertheless, measures must be taken to increase career and promotion opportunities of staff by such means as those recommended above under Career Paths, as well as correcting remuneration inequities where they exist and monitoring the number of women in senior and upper management positions where there is clearly a disproportionate number in terms of potential candidates. The following recommendations, especially (b), are made in view of the fact that upper and even middle management positions are few in number and their availability is of particular concern to career-oriented women. Such a recommendation presupposes adequate personnel practices such as: internal flyers listing all (especially management-level) job opportunities open in the university; allowing sufficient time for potential internal candidates to become aware of and respond to these openings; written replies to those unsuccessfully applying for promotion/lateral transfer stating why they were unsuccessful. In addition, a personnel record system that facilitates the identification of candidates for promotion is assumed to be in place.

This committee therefore recommends:

RECOMMENDATION:

62. THAT in order to facilitate promotion and further encourage staff careers:

the organization charts of the university be reviewed in depth, by a special task force appointed for this purpose having female members, to see if senior positions presently classified as such in fact require higher academic qualifications;

accessibility of senior level posts be improved by ensuring that no offers are made to persons outside the university unless evidence is furnished proving no internal candidate was suitable;

those responsible for recruiting and selecting candidates for administrative positions be directed to seek out female applicants when few are forthcoming,

especially in areas where the number of male administrators is out of proportion to their numbers in the specified group;

preferential selection of a female candidate be required when applicants for an upper management position have comparable backgrounds, until an equal ratio of male and female is achieved.

Salary and Job Classification Procedures

Having a salary range for a job category implies that an employee will progress upward through the range. This progression through the range is an area of particular concern to female staff and this is due to several factors. For an ongoing employee rapid progression is reduced from the effect of across-the-board increases, as a percentage of salary, which also raise salary floors/ceilings. In addition, new employees often start at a salary close to that of more experienced personnel; this has resulted in a loss of morale among the latter group.

A further problem is caused by uneven distribution of merit increases across the university when available dollars exist for such. Size of department frequently determined the size of merit package available for distribution, as the total merit dollars available for a department could not exceed a set percentage of its salary budget for a department. Thus a small department found itself unable to significantly reward its employee(s) in the way a larger department might have been able to do so. In addition, some departments tended to distribute an equal share of their available merit to each employee. The tendency to award everyone the same merit increase does not result in merit awards based on performance. Other departments tended to divide it unequally. An individual in this second type of department receiving maximum merit over several years would end up with a salary level significantly higher than a colleague in the first type of department, even though both persons would be performing comparable jobs at comparable levels of competence. Merit at times has been used for special adjustments in salary levels as these dollars were

often the only discretionary funds available to a department. This latter phenomenon leads to unfair merit distribution, particularly in small departments where members who are merit-worthy are unable to receive such due to budget constraints and the need for realignment of salary levels. Such a practice serves to destroy the real intent of merit components as a part of annual salary increases.

Merit, if properly administered, can provide valuable incentive for high job performance. Currently, however, there is a recognized need for clear university-wide methods or standards for recognizing merit. Evaluations at the end of three months' probation, or at year end, are token efforts in many departments. Fears are found among staff that personal bias plays too important a role in assessing merit and job level, and that such bias is often expressed against women staff.

The committee notes that a new system for evaluation of merit has been recently implemented within the framework of the 1982-83 negotiated salary agreement between CUNASA and the university. While recognizing that systems of this nature have imperfections, the committee urges the administration to do its utmost to ensure that under this new point system the inequities apparent in the previous system of awarding merit are not repeated; that merit increases being awarded actually reflect levels of performance; that comparable performance is rewarded on a comparable level throughout the university; that this infant system is reexamined on a regular basis, in consultation with staff. This new method of allocation of merit dollars available for salary increases creates a real opportunity for ongoing dialogue with staff, and the committee is encouraged with efforts made in this direction.

In depth consideration must also be given to the problems faced by long-term employees whose salaries have reached the maximum for their classification. Due to the rug-ranking and salary ceiling features of the classification system it has become almost impossible, under normal conditions, for long-term employees to be reclassified to a more senior level in their current positions, and/or to receive a full annual salary increment if they are at the maximum for their classification.

We do not believe that such employees who are satisfied with their positions should have to move or change in order to progress through the classification/ salary system. It is interesting to note that most employees interviewed by the committee thought they would have to change jobs/areas in order to be promoted or to upgrade their classification. Their conviction is: be "locked-in", or move. Departmental transfers are disruptive, particularly in the secretarial and office areas, as long-term employees have often matured within one department and provide a great deal of continuity of operation for the area because of their knowledge of departmental and university procedures, and personalities. Moreover, because of their competence and length of time in the position, such employees often have voluntarily assumed increased responsibilities, which in fact are much more extensive than those contained in their original job descriptions. Given current and known future conditions at the university, new mechanisms must be found for individual assessment of this classified category of employee or they will inherit the worst of all possible worlds - shrinking job opportunities and shrinking salaries coupled with little or no possibility of reclassification.

The above situations promote staff dissatisfaction and the principle of equity of treatment adopted by the university is violated by this job classification/ salary system. Given that females constitute a significant majority of the classified personnel in the university, these situations have a particularly acute effect on the female staff member.

Possible solutions would include provision for faster-than-average progression through the salary range and a less rigid adherence to salary ceilings. This is preferable to the introduction of an automatic progression through the salary range and possible removal of merit incentive. The safeguard against substandard performance can better be achieved by termination of employment, reduced salary increments, as well as extending the probationary period in order to facilitate a more complete assessment of employee performance.

Additionally, reclassification of jobs that have changed through time must

occur to reflect expanded duties that are not contained in the original job classification and salary range. In general, the system must allow for reclassification and salary appeals/review to occur, on an individual basis if necessary, within a flexible framework and with a great deal more ease and rapidity than is currently the case.

Alternatives such as those above are preferable to the loss of morale experienced now by senior employees who are not progressing through the system, particularly women staff.

This committee recommends:

RECOMMENDATIONS:

63.

a) THAT each employee's job description be reviewed and updated where necessary, the updated form to be signed by the incumbent (and the department head), and returned to Human Resources;

b) THAT these descriptions be compared and matched so that discrepancies can be corrected and the classification made to correspond to the true content of the position;

c) THAT female staff members suitable for promotional opportunities be identified and encouraged to apply for promotions when such are available;

d) THAT the probation period be six months, with a performance evaluation at the end of the third and fifth month;

e) THAT annual written evaluations be conducted by appropriate department heads on standardized university forms;

f) THAT no further new classifications of any group be undertaken until the current groups included in the job classification system are reviewed in depth.

Conclusion

Although the committee addresses itself mainly to the concerns of female staff, it has included items affecting employees of both sexes and particularly so under the discussion of Salary and Job Classification Procedures above. Again, it must be remembered that women constitute the significant majority of classified personnel in the university (and a majority of all staff) most affected by these salary and job systems in place. To summarize, limited opportunities in the past for female staff to move into senior positions as well as inequalities in the salary/job classification systems say that remedial measures are called for. These measures must amount to more than a restatement of existing policies or a closing of possible loopholes.

WEAVING THE FABRIC FOR THE FUTURE

Report of the Concordia Committee
on the
Status of Women

PART VI

WOMEN AS PART-TIME EMPLOYEES

(FACULTY AND STAFF)

November 1982

WOMEN AS PART-TIME EMPLOYEES (FACULTY & STAFF)

No representative of either part-time faculty or part-time staff was officially appointed to this committee. However, since part of its mandate was to "consider ways and means of improving, where necessary, conditions for women", the committee felt that it was important to at least draw attention to the issue of part-time employment.

At Concordia, there are approximately as many full-time as part-time faculty members; in 1981-82, full-time faculty was 16.9% female, whereas this ratio was more than double at 35.8% for part-time faculty (1). On the staff side, although the committee has no official data, it is clear that the part-time population is significant and, projecting from full-time staff data, likely contains a large female component. All of this means that the issues surrounding part-time employment are irrefutably present at this university.

The outstanding feature which has emerged from our necessarily cursory examination of these issues is their complexity. It is impossible to draw a simple picture of part-time workers at Concordia. People work part-time out of many motivations, with varying expectations, and in diverse situations. The same can be said about the university's employment of part-time workers, both faculty and staff. Moreover, beyond Concordia, analyses and critiques of this growing issue are numerous, approach the issue from varying angles, and recommend varying solutions. This applies to treatment of the issue in general and as it specifically bears on women.

It is clear, however, that: there are problems; the presence of abuses cannot be ruled out; and the impact of part-time employment issues on the status of women is undeniable. There is a need for further study in this area before appropriate and workable measures for improvement of conditions for women can be recommended or acted upon.

In this section, brief excerpts from documents (deemed relevant to our mandate) are presented, which portray major lines of approach to the issue; then some

questions are suggested, which need to be answered in terms of the situation at Concordia.

The following are from Pour les Québécoises: égalité et indépendance, the report of le Conseil du statut de la femme.

> "Of those in part-time jobs, 68.6% are women. In 1977, these (female) workers represented 15.9% of the (female) work-force in Québec while only 4.1% of the (male) work-force worked part-time. (2)
>
> "Part-time work, as it exists at present, helps to maintain the arbitrary work division based on sex and frees the State from having to ensure adequate day-care services. It is not in the interest of women as a whole to encourage its spread. Rather, we propose a reduction in the number of hours of work for all types of employment and at all levels, both for men and for women. In this way, everybody would share equally in the time consecrated to paying jobs and that allocated to family tasks. In the meantime, the Government of Québec should arrange part-time work in such a way as to prevent the exploitation of all workers who often have no alternative but to accept this work or remain jobless. (3)

The following are from the Second Report of the Committee on the Status of Women..., published by the Association of Universities and Colleges of Canada. They are recommendations approved by the AUCC in 1976.

> "1. Whereas the Royal Commission on the Status of Women and the AUCC Committee on the Report of that commission have amply documented the inequities in the position of women in academic and administrative activities of Canadian universities; and whereas, the universities have an obligation to exercise leadership in eliminating discriminatory practices and in encouraging full participation of women in all aspects of university life;
> Be it resolved
> 5) THAT AUCC urge its member institutions to provide opportunities for part-time employment in all parts of the university at rates of pay and fringe benefits proportionate to those for full-time work; (4)
>
> "2.e) A study of the status of part-time teaching staff should be initiated by the AUCC, and that the executive of the AUCC seek a university to conduct

> a study on the status of part-time lecturers. It was agreed that the University of Saskatchewan would conduct this study and report the outcomes to the Committee on the Status of Women. (5)
>
> "g) Women should not be preferentially used as an elastic labour pool (conveniently available when needed, responsive when asked, devoted when called upon, and first to go in tight budget times)." (6)

The following are taken from "Part-time Work: Review of the Issues", a brief by the Canadian Advisory Council on the Status of Women.

> "Part-time jobs at the moment are almost invariably poor jobs. The predominance of women among part-time workers in fact reflects the lack of choice many women have in the labour market. That part-time workers are not as well protected from exploitation as full-time workers further perpetuates the cycle of women's labour market disadvantage. (7)
>
> "The dominant business view of part-time work holds that its primary usefulness is its flexibility and its cheapness. (8)
>
> "The undervaluing of women's work generally, together with the predominance of women among part-time workers, no doubt contributes to, or at least reinforces, the low wages paid for part-time work. (9)
>
> "While it may be true that among regular part-time workers and professionals employed part-time the situation is somewhat better, in the main, part-time workers are exploited as a cheap and reserve pool of labour. (10)
>
> "Appreciation of the exploitation involved in maintaining this reserve pool of cheap labour is not widespread because the majority of part-time workers, married women and students, are still largely defined by their roles outside the labour market. In other words, part-time workers are not considered serious workers at all! (11)
>
> "The short-term disadvantages of part-time work are..., low pay, lack of fringe benefits and no job security. The long run disadvantages are no less serious. Skills depreciate as training is rarely offered to part-time workers. Years spent in part-time employment is experience which is

> virtually valueless. Advancement opportunities are almost non-existent. And at the end of the road what is there? Nothing. The exclusion of part-time workers from pension plans means that most have no retirement income to show for what may have been many years spent in the labour force on a part-time basis. (12)
>
> "The key is that part-time work should be legitimized and regularized as well as expanded...Pro-rated wates and benefits must become the rule, not the exception." (13) (emphasis theirs)

In its Handbook, the Canadian Association of University Teachers states,

> "Universities in Canada have traditionally used part-time and sessional appointments for a wide variety of purposes and to cover many different types of employment. They have also used a variety of titles to describe part-time work and sometimes these titles are used differently by different universities. Nor do all universities make it as clear as they might whether an academic staff member is full-time or part-time." (14)

The CAUT divides part-time faculty into two categories: those who hold teaching or other academic responsibilities equivalent to two or more full-year courses, and those who hold less than this. For the first category they recommend:

> "(a) they should be paid on the same basis as the other full-time academic staff and should not be paid on a per-course basis;
> (b) they should have the same fringe benefits as the other members of the academic staff;
> (c) they should participate in any career progress plan and should have the opportunity, when qualified, for promotion in rank;
> (d) they should be able to participate in university, faculty and departmental governance on the same basis as full-time members of the academic staff;
> (e) they should have the same guarantees of academic freedom and freedom from discrimination;
> (f) and they should have opportunity for research and administrative or committee work and should be eligible for tenure after a period of probationary service proportionately longer than for an academic staff member on a probationary full-time appointment

> under the same criteria as full-time members of the academic staff. Such an appointment should not be automatically transferable to a tenured full-time appointment." (15)

For the second, they recommend;

> "As a minimum, part-time staff in this category should have a reasonable rate of pay on a per course basis, pro-rated fringe benefits where this is legally possible (but allowing those with their major employment elsewhere to opt out), academic freedom and freedom from discrimination, the right to be present or to be represented at departmental meetings, and should be eligible for tenure. Tenure in a part-time appointment should be possible after seven years of continuous service as a part-time academic staff member or after a longer period of discontinuous service provided the last three years are continuous. Tenure should be granted through the same mechanisms and on the same criteria as for full-time academic staff..." (16)

In the United States, the American Association of University Professors has made similar recommendations (17); several institutions there have already modified their regulations along these lines. It should be pointed out that the principles embodied in these explicit recommendations for faculty can and should be applied to non-academic part-time staff as well.

In the study which must precede appropriate and workable measures for improvement, the foregoing lines of thought should be considered, other relevant sources consulted, and the situation of part-timers at Concordia assessed. The following questions should be seen as merely a starting point for this assessment.

(1) How are Concordia's part-time populations, faculty and staff, described using the following parameters?:
   - (a) categories of part-time
   - (b) wage/salary rates
   - (c) other jobs (full-time or part-time)
   - (d) dependents (none; sole-support; part-support)
   - (e) reasons for working part-time
   - (f) satisfaction levels:

- with working conditions, wages, lack of benefits/advancement/job security, etc.
- with level of participation in university
- with contract or lack thereof
- with level of information given at hiring and during employment, re: labour law provisions describing rights of part-time employees
- other (population's perceived issues)

(g) gender comparisons within all of the above parameters

(2) On the staff side, is the use of the classifications of Permanent Part-time, Temporary Part-time, and Casual consistent across the university and consistent with the Human Resources Department's interpretation of how these should be applied? The same question can be asked in parallel on the faculty side.

(3) What are the implications for part-time employees of the university's agreements with CUFA and CUNASA?

In conclusion, this committee recommends:

RECOMMENDATION:

64. THAT the Associate Vice-Rector for the Status of Women appoint and consult with a Concordia Committee on Women and Part-time Employment, composed of at least 50% part-time employees, 50% women, and that of the faculty and staff representation, 50% be faculty and 50% be staff; that the mandate of this committee include:

- consultation of sources within and beyond Concordia which articulate analyses of issues pertaining to part-time employment, including this report;
- accurate assessment of the situations of part-time employees at Concordia, faculty and staff, using both objective and subjective (by the part-time populations) criteria;
- making recommendations on ways and means of improving where indicated the status of part-time female employees (which implies improvement in the status of part-time employees in general), including remedies of inequities in comparison to full-time employees.

FOOTNOTES:

1. See page 3 of Table 3 in this report, Part IV, Women as Faculty (Full-time).

2. Québec. Conseil du statut de la femme. Québécoises! Equality and Autonomy. Bulletin special edition. Le bulletin du CSF, V, 5. (October 1978) p.35. (words in parentheses changed for clarification).

3. Ibid., p.35.

4. Association of Universities and Colleges of Canada. Second Report of the Committee on the Status of Women in the Universities on the Progress made by AUCC Member Institutions Regarding the Status of Women. Ottawa, 1977. p.7.

5. Ibid., p.8-9. This study was never completed, due to the low response to a preliminary survey by the AUCC, and due to the illness and death of the faculty member at the University of Saskatchewan who was to have supervised the study.

6. Ibid., p.9.

7. Canadian Advisory Council on the Status of Women. Part-time Work: Review of the Issues. A Brief to the Advisory Council of Employment and Immigration Canada. Ottawa, Nov. 1980. p.1.

8. Ibid., p.6.

9. Ibid., p.6-7.

10. Ibid., p.7.

11. Ibid., p.7-8.

12. Ibid., p.13.

13. Ibid., p.15.

14. Canadian Association of University Teachers. Handbook. Ottawa, 1979. p.18.

15. Ibid., p.19.

16. Ibid., p.19.

17. American Association of University Professors. Committee A. Subcommittee on Part-time Faculty. The Status of Part-time Faculty. (n.p.), Sept. 1980.

WEAVING THE FABRIC FOR THE FUTURE

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PART VII

WOMEN AS ADMINISTRATORS

November 1982

WOMEN AS ADMINISTRATORS

It is impossible to study the conditions of female administrators at Concordia because there are no women among the 28 senior administrative posts. Moreover, there is only one female dean in the university out of a total of 9, and 2 women out of 14 associate and assistant deans. Thus, there are only 3 female incumbents among 51 senior administrative and dean-level posts. Further, only 11 of 59 chairpersons (or equivalent) are women. (See Table)

It is at this level where systemic discrimination is most evident: firstly, there are few full-time female faculty members from whom senior administrators can be recruited; secondly, candidates for senior posts are often recommended by administrators who are part of an "old boys' network". "Old boys' network" is taken to mean an informal social or business contact among colleagues who are often asked to recommend someone for an opening. Academic deans and four senior administrators are appointed by search committees composed mostly of males. For example, this year the Evaluation Committee - Rector included 4 women in a membership of 15.

With only one woman at the rank of Divisional Dean, women at Concordia are virtually powerless with respect to the decision-making process. This situation extends also to the governing and other bodies such as the Board of Governors and Senate, two of the most powerful structures in the university. The Rector's cabinet, as well, has no female membership.

Due to the rarity of women within the above groups, one must expect gender-biased decision-making, which serves to sustain the university as an institution which perpetuates itself, at the senior levels, by "androgenesis" (i.e., within and by the male group). More women must be included in management as administrative or board appointments, but in a fully integrated manner, and not as token representatives. Not only is women's perspective required, but their presence is important as role models for other aspiring women and for men; it is important also for their own experience and background in senior management decision-making.

The committee recommends:

RECOMMENDATIONS:

65. a) THAT qualified women be recruited and hired preferentially over similarly qualified men until a proportional representation of women at the administrative level is achieved.

b) THAT in the spirit of the above recommendation, and given the notable lack of women at the administrative level, that the administration issue a directive that the next available position be filled by a woman with priority given to internal candidates.

c) THAT all openings at the administrative level be advertised first internally including the statement that the post is open to both female and male candidates equally.

66. THAT the composition of departmental and university boards and committees be amended to ensure an equitable representation of women, in particular on the Board of Governors, Senate, Faculty Councils, Search Committees, etc.

67. THAT a criterion for the hiring of any new senior-management personnel be an awareness of the impact of sexism within Concordia and a commitment to work toward the elimination of both structural and informal sexist practices, procedures, and attitudes.

1980-81: Senior Administrators, Deans & Department Chairs: Numbers & Ratios of Women to Totals

CATEGORY	WOMEN/TOTAL	% WOMEN
Senior Administrators*	0/28	0.0
Deans & Divisional Deans	1/9	11.1
Asst. & Assoc. Deans & Provosts	2/14	14.2
Department Chairs:**		
Arts & Science Div. I	3/11	27.3
" Div. II	2/8	25.0
" Div. III	1/8	12.5
" Div. IV	3/12	25.0
Commerce & Administration	0/5	0.0
Engineering	0/6	0.0
Fine Arts	2/9	22.2
TOTAL	11/59	18.6

3/51 5.9%

* Included in the term "Senior Administrators" are the Rector, Vice Rectors, Assistant and Associate Vice Rectors, and Directors of administrative departments.

** Included here are all heads of academic departments, including acting heads, Directors, Coordinators, or, in the case of Div. IV, Principals.

WEAVING THE FABRIC FOR THE FUTURE

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PART VIII

CONCLUSION

November 1982

CONCLUSION

The customary design for the 'conclusion' in reports such as this is to recapitulate what has been said, restate the main points, and weave them into the underlying thesis. If you listen closely, that's what we will do here.

There are many colours in the fabric of Concordia's life. Some are glaring and hurt the eyes. Some are lifeless and dull the spirit. Many are somewhere in between - vibrant or quiet - and their woven design can be rich and invigorating. We've laid out some of the threads, the fibres that form the warp of life at this university. Some are broken and need mending. Some of them are coarsely textured and make the fabric rough and uncomfortable, or even injurious. Unless the warp is repaired and/or redesigned, the whole fabric will be weak and ragged. The weaving must be left to you, the university administration, and the women and men who study and labour here. This is your institution. What do you want the fabric of life here to look like? What shall we make of this?

To avoid the shelving of this report, which would only mean this study was commissioned to patronizingly appease various vocal women's groups and individuals, the university community should refuse to allow the issues to which this report points, to fade back into the woodwork.

The university must challenge itself not to ignore the issue of gender equality. This community has the choice of waiting for the pressure of social change to be thrust upon it, or of using its own initiative, being true to its own governing principle of gender equality. We believe that it is the university community's responsibility, and that it is in its own best interest, to choose the latter.

WEAVING THE FABRIC FOR THE FUTURE

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SUMMARY LIST

OF

RECOMMENDATIONS

November 1982

SUMMARY LIST OF RECOMMENDATIONS

Part II Women as Members of the Concordia Community

A: THE END OR THE BEGINNING?

1. a) THAT a new position be created at the level of Associate Vice-Rector, reporting directly to the Rector and having access to the Rector's cabinet, with the title of Associate Vice-Rector for the Status of Women, with a mandate to:

   - oversee and facilitate the implementation of the recommendations contained in this report;
   - set goals, priorities, and timetables for this implementation;
   - monitor all areas of university life and act to facilitate change where indicated, to improve the status of women at Concordia; and

   b) THAT this officer's purview permit responsibility in all matters bearing on the status of women in all levels and sectors.

   c) THAT this officer be appointed by the Rector on recommendation of a search committee, chaired by the Rector, with the following composition: 3 undergraduate students, 1 graduate student, 1 full-time faculty member, 1 part-time faculty member, 1 staff member, 1 administrator; and that the majority of these constituency representatives be women.

   d) THAT the term of office be five years and be renewable; that experience gained beyond academic and employment spheres be given due consideration when put forward by a candidate; that among qualifications sought be the following:

   - at least a first cycle degree; a third cycle degree not be expressly required;
   - knowledge of and some familiarity with the Concordia milieu;
   - an awareness of the impact of sexism within Concordia and a commitment to work toward the elimination of both structural and informal sexist practices, procedures, and attitudes.

   e) THAT this officer chair and have the benefit of an advisory

committee composed of representatives of all major campus constituencies, with at least fifty percent of these representatives being women.

Part II Women as Members of the Concordia Community (continued)

B: SEXUAL DISCRIMINATION AND AFFIRMATIVE ACTION PROGRAMS

2. THAT Concordia University express its support for la Commission des droits de la personne in its efforts to amend the Québec Charter of Human Rights and Freedoms to authorize the implementation and regulation of affirmative action programmes.

3. THAT the Board of Governors of Concordia University issue a statement of policy expressing its commitment to the goal of fair representation of the sexes at all levels of university life and its intention to take the necessary steps to achieve that goal within a reasonable period of time.

Part II Women as Members of the Concordia Community (continued)

C: LANGUAGE OF DOCUMENTS

4. THAT the Associate Vice-Rector for the Status of Women establish an advisory committee whose mandate should include the following objectives, to the end that sexist language shall be replaced by inclusive language in all documents appearing in the name of Concordia University:

- to consult sources that set forth the principles of inclusive language as opposed to sexist language;
- to set out guidelines to be applied to university documents;
- to review all university documents and revise their language according to those guidelines;
- to consult with those involved in writing or revising documents to be published or already published by Concordia.

Part II Women as Members of the Concordia Community (continued)

D: SEXUAL HARASSMENT

5. THAT the Associate Vice-Rector for the Status of Women maintain a list of definitions of sexual harassment currently in use by Canadian universities, and report annually on the problems and issues arising from the interpretation and use of them.

6. THAT whoever receives a complaint of sexual harassment be urged to send an anonymous report of the complaint to the Associate Vice-Rector for the Status of Women who will issue an annual report on the extent of the problem.

7. THAT the Associate Vice-Rector for the Status of Women arrange for workshops and seminars to provide instruction to all those persons most likely to receive complaints of sexual harassment, especially with reference to the psychological and physical needs of the victim, the need for confidentiality, the importance of a centralized reporting system and the various means of redress available to the victim.

8. THAT the Associate Vice-Rector for the Status of Women annually monitor and review the procedures in place at other universities and colleges regarding sexual harassment, and propose to the appropriate members of this university recommendations for improvement of the existing procedures.

9. THAT the standing committee on sexual harassment provided for in the guidelines of the ad hoc Committee be set up as soon as possible so that the members have the opportunity to acquaint themselves with the complex and delicate issues surrounding the problem of sexual harassment.

10. THAT in any complaint involving sexual harassment and requiring disciplinary action, it is the harasser rather than the victim who is disciplined and/or relocated.

11. THAT a founded serious allegation of sexual harassment be considered just cause for dismissal, even of a tenured professor.

12. THAT the university undertake to educate and sensitize all members about the problem of sexual harassment, how to prevent it and how to deal with complaints: that this be done by means of workshops, seminars, or by publishing a set of guidelines available to all members of the university community, similar to that of the CAUT guidelines already directed to faculty.

13. THAT all unions or associations in existence or about to be

in existence at Concordia University develop uniform policies on sexual harassment that harmonize with the procedures already in existence.

Part II Women as Members of the Concordia Community (continued)

E: CHILD CARE

14. a) THAT the Associate Vice-Rector for the Status of Women facilitate the creation of a committee of interested members of the university to review and apply, to the fullest extent possible, the AUCC recommendation on Child Care, in cooperative consultation with, or to include:

- parents and guardians within Concordia who use or need child care facilities;
- representatives of child care centres in the surrounding community;
- representatives of Concordia's Education Department;
- and any other appropriate departments and groups within the university.

b) THAT, following section (a) of the AUCC recommendation, the committee specified above be empowered to conduct a formal survey of the Concordia community (including students, staff, and faculty) to collect demographic data, and that the results of this survey be made available at least to the Concordia Childcare Centre, and publicized openly within the Concordia community.

15. THAT child care facilities in the surrounding community be made known to members of the Concordia community, through visible notices in appropriate documents, publications, and offices.

Part II Women as Members of the Concordia Community (continued)

F: PARENTAL LEAVES

16. THAT an in-depth review should be undertaken of Concordia's maternity leave policy bearing in mind the following considerations:

a) Parenthood, being of essential value to society, must not bring more economic disadvantage to women at Concordia than it bestows on men.

b) A discussion of parental leave must also examine topics such as: supplementing Unemployment Insurance benefits; leaves for adoptive parents; access to leaves by fathers as well as mothers; recommenations of the Canadian Human Rights Commission.

c) Parental leave must be a university-wide policy and the application of such not left to the discretion of individuals.

d) Job protection/security must be one of the primary purposes of a comprehensive parental leave policy. Similarly, students must not suffer losses for absences due to maternity or paternity.

e) An analysis of collective agreements having parental leave provisions should be made to ensure consistency among the various Concordia groups, and to examine the opportunities extended to parents as a result of union efforts.

Part II Women as Members of the Concordia Community (continued)

G: SERVICES

17. THAT all service departments keep official counts of male and female users of their services.

18. THAT individual service departments conduct internal reviews to determine whether services can be improved for women at Concordia.

19. THAT the Security Office routinely issue procedure and policy reminders to personnel and departments concerning safety and preventive procedures, and specifically, procedures surrounding sexual assault.

20. THAT the Security Office increase awareness and sensitivity of security personnel concerning rape and sexual attacks by staging courses/seminars about these issues and how to deal with them.

21. THAT Concordia University offer self defense courses for women in consultation with a rape crisis centre.

22. THAT Security make available rape crisis cards similar to those distributed by the McGill Women's Union.

23. THAT the Security Office and Physical Plant Department cooperate to improve the Loyola external lighting system as soon as possible.

24. THAT a highly conspicuous campus-wide emergency phone system be installed.

25. THAT the Learning Development Office create seminars/workshops/forums for faculty wishing to improve and develop their skills on issues such as sexist attitudes and communication in the classroom, and on other issues of particular concern to: the female student; students returning from the work force; students with dependents; part-time students. Faculty should also be actively encouraged to provide role models to discourage sexism in course material.

26. THAT workshops, seminars, discussions, and courses on women's issues in paid employment be offered by academic or administrative departments in conjunction with the Department of Human Resources; that these be open to all constituents of the university; and that organizers actively encourage, through advertising and circulars, potential as well as current position-holders to attend the event.

27. THAT the Department of Human Resources hold workshops for those in or aspiring to management positions on, eg., sexual harassment and gender discrimination.

28. THAT the Department of Human Resources study the issues directed to it in the text of this report, in relation to and consideration of working women at Concordia and forward recommendations for improvement to the appropriate bargaining units and decision-making bodies.

29. THAT the Director of Guidance direct counsellors to communicate to women students the wide range of career possibilities and recent trends in female labour force participation.

30. THAT the Director of Guidance arrange for workshops on feminist counselling techniques and on discrimination against women in academe and in the labour force, which all guidance personnel would be obliged to attend.

31. THAT accessibility to a female gynecologist-obstetrician be improved, at least by asking clients whether they prefer to see a male or female specialist.

32. THAT workshops/discussions etc., that would be of special interest to women be offered at least twice a month by the Chaplain Service. Suggested topics: loneliness, divorce, women in Christianity, women in religion, etc.

Part III Women as Students

B: RECRUITING

33. THAT advertising campaigns developed for recruiting be allotted monies specifically for advertising that depicts females in non-traditional fields of study and that actively encourages females to enter fields of study considered as traditionally male-dominated.

34. THAT Concordia University, through the Liaison Office, encourage secondary school and CEGEP counsellors to actively encourage students, especially female students, to explore all options, with the recommendation that mathematics and science will leave the most academic paths open to them.

35. THAT the Liaison Office be informed and constantly communicate to students consulting the service, the trends of labour participation according to gender, job prospects, salaries, and area of study.

36. THAT departmental liaison program personnel include at least one woman, faculty or student, in order to provide visible role models.

Part III Women as Students (continued)

C: FINANCIAL AID

37. THAT the current financial situation of full-time Concordia undergraduate students be assessed in a gender comparison study and that the results of this study be forwarded to le Conseil du statut de la femme and le ministère de l'Education du Québec with the recommendation that any inequities of the provincial financial aid system be revised so as to reflect the genuine financial conditions of female and male students. This study should include a comparison of loans and bursaries distributed among male and female students in consideration of total dollar amount awarded.

38. THAT the Graduate Students' Association, the Concordia University Students' Association, the Financial Aid Office and the Dean of Students Office cooperate in a study on the earning ability of part-time students and formulate criteria under which to award scholarships and bursaries for part-time students who have inadequate income. Also, this study should be forwarded to le ministère de l'Education, Direction générale de l'aide financière

des étudiant(e)s, responsible for administering Québec loans and bursaries, with the university's recommendation that needy part-time students be eligible to apply for provincial loans and bursaries, on a pro rata basis.

Part III Women as Students (continued)

D: ROLE MODELS

39. THAT Concordia University increase the number of role models for female students by interim preferential hiring of more and firing of fewer female faculty.

40. THAT each department seek to assure that regular academic counselling services are offered by properly trained female and male academic advisors.

41. THAT all course material be examined by instructors for sex-biased views and discarded, or offered to students with both explanations of inadequacies and suggestions for alternative material; and that faculty be receptive to inquiries, observations and suggestions on the part of students concerning sexist elements in curriculum materials.

42. THAT departmental committees on educational policy ensure, through research, that female scholars' work receive just representation, that women and their work receive recognition; that students be encouraged to undertake research to include the contributions of women in any given discipline.

43. THAT female students be as actively encouraged as male students are, by faculty members and advisors, to pursue honours and graduate studies.

Part III Women as Students (continued)

E: CONCORDIA UNIVERSITY STUDENTS' ASSOCIATION

44. THAT CUSA make use of its resources to educate and inform students on women's issues, including the following topics:

- disproportionate representation in numerous disciplines;
- sexual discrimination, harassment, and assault;
- classroom atmosphere for women;
- representation of minority women;

- female labour force participation rates after graduation;
- birth control/sexually transmitted diseases;
- role models for women.

45. THAT CUSA prohibit the use of student funds to publish material that discriminates, in any manner whatsoever, against women.

46. THAT CUSA, in a committee comprised of at least 50% women, study the status of women in Concordia University undergraduate student government keeping in mind the following suggestions for study:

1. What proportion of women have been student association leaders during the past four years? What proportion of women have been student representatives on legislative, departmental, faculty councils, Senate, Board of Governors for the past four years?
2. What is the rate of resignation of women student participants in student government in comparison to that of men? What are the reasons for resignation? Do they differ from those of men students?
3. At meetings, is the proportion of women who speak comparable in length and frequency to the proportion of men who speak? Are women interrupted more often?
4. Are women volunteers given the same degree of responsibility and difficulty of duties as men volunteers?
5. Do women rise as quickly as men through CUSA ranks?
6. Does CUSA participate in any manner in discriminating against women students?

47. THAT CUSA provide active role models for women wishing to participate in student politics by requiring that student representation on all levels of student and university government include at least one woman and where possible 50%.

Part III Women as Students (continued)

F: ATHLETICS

athletics for staff + fac.

48. THAT in view of the suspicion of gender discrimination in the administration and funding of the female athletics programme at Concordia, that this programme be examined in isolation and in comparison to the administration

and funding of the male athletics program. This investigation should be initiated by the Associate Vice-Rector for the Status of Women and conducted by a committee of not more than seven people, (the majority of whom must be female), including:

- two female students representing women students in athletics;
- only one representative from the Athletics Department administration;
- with the remaining representatives chosen from students, staff, and faculty outside the Athletics Department.

Part III Women as Students (continued)

G: PART-TIME AND MATURE STUDENTS

49. THAT the status of women as part-time students and women as mature students be investigated, as a separate study, removed or segregated from the privileged full-time student. Assessment of needs, priorities, and level of satisfaction with Concordia's structures should be determined, and appropriate adjustments made to structures, programs, and procedures.

Part III Women as Students (continued)

H: GRADUATE STUDENTS

50. THAT the Associate Vice-Rector for the Status of Women, in cooperation with the Dean of Graduate Studies, monitor graduate admissions procedures and recommend changes where necessary, considering such factors as:

1. ensuring that publicized criteria for entry into graduate programs be accurate and complete, and averring publicly that sex, age, marital status, or family obligations are not used as criteria in a manner detrimental to female applicants.
2. ensuring input by female faculty and female graduate students on admissions committees.
3. ensuring that in both the formal and subjective application of rules for admission to graduate programs, care be taken to further eliminate

unfavourable consideration of women candidates for reasons related directly or indirectly to gender.

51. THAT the academic department chairs, in consultation with the Graduate Students' Association, the Dean of Graduate Studies, the Liaison Office, and the Associate Vice-Rector for the Status of Women, undertake and support programs to encourage women to include graduate studies in their educational plans. These programs should be monitored and reviewed annually by the Associate Vice Rector for the Status of Women.

52. THAT the Associate Vice-Rector for the Status of Women, in consultation with the GSA, the University Research Office, and academic department chairs, conduct further study to assess the proportion of male and female graduate students who are receiving financial work assistance and recommend changes where improvement in the status of women is necessary.

53. THAT the Associate Vice-Rector for the Status of Women, in consultation with the GSA, Learning Development Office, faculty and students:

- collect and make available resource material relevant to the problem of sexism and intellectual climate;
- encourage awareness and solutions by such methods as: information campaigns; awards for innovative ideas and exemplary behavior; and acting as a point of coalescence for the formation of groups of concerned students (and faculty) where strategies may be developed.

Part IV WOMEN AS FACULTY (FULL-TIME)

54. a) THAT all departments in which serious imbalances (gender ratios) exist be directed to recruit qualified women to apply for available positions and to hire women over similarly qualified men until a proportional representation of women in that department is achieved. The definition of "proportional representation" should be decided by those concerned in consultation with the Associate Vice-Rector for the Status of Women.

b) THAT in departments where there is a total absence of full-time female faculty, the university issue a directive that the next open position be filled by a woman, and that it be held open until so filled.

c) THAT, in cases of non-renewal caused by budgetary cutbacks or other factors, departments be directed to retain qualified women over similarly qualified men in order to maintain or attain a proportional representation of full-time female faculty members in that department. This policy would be reviewed every three years in order to assess its impact.

d) THAT departmental hiring committees include at least one woman. In departments where there are no women, a female faculty member from a related field should be recruited to sit on the committee.

55. THAT gender ratios of faculty applicants, hirings, and firings (non-renewal of contract) be recorded within departments and sent annually to the Associate Vice-Rector for the Status of Women, who shall monitor and compare these ratios on departmental and university levels, for the purposes of informing the Concordia community and recommending means of improvement where indicated.

56. THAT the Associate Vice-Rector for the Status of Women undertake longitudinal comparison studies of gender ratios in faculty matters such as:

- the awarding of tenure;
- rates of promotion;
- trends in departmental populations of faculty, alone and in comparison to student populations in departmental courses and graduate programs;
- faculty, undergraduate and graduate student populations at Concordia since merger, to determine, for instance, whether there is a trend towards increased female representation in hitherto male-dominated fields at the undergraduate level, and whether this is translated into increased female representation at the graduate level and then among faculty.

Results of such studies at Concordia should be compared to statistics within the university system, provincially and nationally, and appropriate recommendations toward improvement at Concordia should be made where indicated.

57. THAT, in the matter of faculty salaries, a matched pair study and monitoring on an on-going basis be undertaken under the supervision of the Associate Vice-Rector for the Status of Women, to identify and rectify any differentials in salary arising from discrimination on the basis of gender.

58. THAT in view of the evident need for more representation by women on the major decision-making bodies of the university, that at least one women faculty member be appointed to both university-wide and departmental-level committees such as those dealing

with appeals, tenure, promotion, and merit.

59. THAT faculty members' participation on committees be recognized as valid community service when considering promotion; and that course remission(s) be made available for such participation, in order to avoid an excessive work-load.

60. THAT all departments review the status of their female academic staff at the lower ranks, in order to identify and encourage those who are qualified for promotions and merit increases. These reviews should be made available to the Associate Vice-Rector for the Status of Women for monitoring purposes, to ensure consistency on a university-wide basis.

Part V WOMEN AS STAFF (FULL-TIME)

61. THAT in order to assist employees who wish to develop a career at Concordia, opportunities for career development be established, explained to the university community, and administered. In particular, it is suggested:

- lateral transfers be accepted as an individual's prerogative;
- career paths be developed containing brief job descriptions, salary levels, experience and education requested and that these paths indicate what options must be selected in order to progress from one job to another;
- literature illustrating career paths be developed and made available, through Human Resources, to each staff person;
- career counselling service be provided.

62. THAT in order to facilitate promotion and further encourage staff careers:

- the organization charts of the university be reviewed in depth, by a special task force appointed for this purpose having female members, to see if senior positions presently classified as such in fact require higher academic qualifications;
- accessibility of senior level posts be improved by ensuring that no offers are made to to persons outside the university unless evidence is furnished proving no internal candidate was suitable;

- those responsible for recruiting and selecting candidates for administrative positions be directed to seek out female applicants when few are forthcoming, especially in areas where the number of male administrators is out of proportion to their numbers in a specified group;
- preferential selection of a female candidate be required when applicants for an upper management position have comparable backgrounds, until an equal ratio of male and female is achieved.

63. a) THAT each employee's job description be reviewed and updated where necessary, the updated form to be signed by the incumbent (and the department head), and returned to Human Resources;

b) THAT these descriptions be compared and matched so that discrepancies can be corrected and the classification made to correspond to the true content of the position;

c) THAT female staff members suitable for promotional opportunities be identified and encouraged to apply for promotions when such are available;

d) THAT the probation period be six months, with a performance evaluation at the end of the third and fifth months;

e) THAT annual written evaluations be conducted by appropriate department heads on standardized university forms;

f) THAT no further new classifications of any group be undertaken until the current groups included in the job classification system are reviewed in depth.

Part VI WOMEN AS PART-TIME EMPLOYEES (FACULTY AND STAFF)

64. THAT the Associate Vice-Rector for the Status of Women appoint and consult with a Concordia Committee on Women and Part-time Employment, composed of at least 50% part-time employees, 50% women, and that of the faculty and staff representation, 50% be faculty and 50% be staff; that the mandate of this committee include:

- consultation of sources within and beyond Concordia which articulate analyses of issues pertaining to part-time employment, including this report;

- accurate assessment of the situations of part-time employees at Concordia, faculty and staff, using both objective and subjective (by the part-time populations) criteria;
- making recommendations on ways and means of improving where indicated the status of part-time female employees (which implies improvement in the status of part-time employees in general), including remedies of inequities in comparison to full-time employees.

Part VII WOMEN AS ADMINISTRATORS

65. a) THAT qualified women be recruited and hired preferentially over similarly qualified men until a proportional representation of women at the administrative level is achieved.

b) THAT in the spirit of the above recommendation, and given the notable lack of women at the administrative level, that the administration issue a directive that the next available position be filled by a woman with priority given to internal candidates.

c) THAT all openings at the administrative level be advertised first internally including the statement that the post is open to both female and male candidates equally.

66. THAT the composition of departmental and university boards and committees be amended to ensure an equitable representation of women, in particular on the Board of Governors, Senate, Faculty Councils, Search Committees, etc.

67. THAT a criterion for the hiring of any new senior-management personnel be an awareness of the impact of sexism within Concordia and a commitment to work toward the elimination of both structural and informal sexist practices, procedures, and attitudes.

WEAVING THE FABRIC FOR THE FUTURE

Report of the Concordia Committee
on the
Status of Women

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B OTHER DOCUMENTS

C REPORTS FROM OTHER UNIVERSITIES ON THE STATUS OF WOMEN

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Commission made up of rep's of each sector

- und-grad
- grad
- staff
- fac - full time
- fac - ptime



develop course content in each area

ArtHist — women artists / whatever of a period
women art historians / artists

ArtEd. — effects to women's ed.
hist. of women's ed.
women art educators

Studio — examples

→ student assistant & — locate materials { knowledge of artist
knowledge of like

→ course development & — texts, examples

→ ask each dept to engl. & present assignments
adaptation of all course assignments

for mature students — job/fam/child resources

DAY CARE

information person / coordinator —
sympathetic / informed coordinator for
fam course development
advise —
knowledge of problems

workshops — equal expectations
harassment

ability — explaining what these are